**Relationships between Organizational
Commitment, Core Job Characteristics, and
Organizational Citizenship Behaviors in
United States Air Force Organizations**

THESIS

Dawn L. Banks, Captain, USAF

AFIT/GLM/ENS/06-01

**DEPARTMENT OF THE AIR FORCE
AIR UNIVERSITY**

AIR FORCE INSTITUTE OF TECHNOLOGY

Wright-Patterson Air Force Base, Ohio

AFIT/GLM/ENS/06-01

Relationships between Organizational Commitment, Core Job Characteristics, and
Organizational Citizenship Behaviors in United States Air Force Organizations

THESIS

Presented to the Faculty

Department of Operational Sciences

Graduate School of Engineering and Management

Air Force Institute of Technology

Air University

Air Education and Training Command

In Partial Fulfillment of the Requirements for the

Degree of Master of Science in Logistics Management

Dawn L. Banks, BS

Captain, USAF

June 2006

APPROVED FOR PUBLIC RELEASE; DISTRIBUTION UNLIMITED

AFIT/GLM/ENS/06-01

Relationships between Organizational Commitment, Core Job Characteristics, and
Organizational Citizenship Behaviors in United States Air Force Organizations

Dawn L. Banks, BS
Captain, USAF

Approved:

_____   _____
John E. Bell (Chairman)   date

_____   _____
Sharon G. Heilmann (Member)   date

AFIT/GLM/ENS/06-01

Abstract

Organizational commitment is an area of concern for Air Force leaders, so much so that commitment is a subject of interest on the annual Air Force Climate Assessment Survey. The Air Force has consistently failed to meet retention goals and designates millions of dollars toward reenlistment bonuses to improve retention every year. A more economical approach to increasing commitment may be to improve the characteristics of the job Air Force members perform. In addition to the relationship between commitment and job characteristics, there is also a relationship between commitment and organizational citizenship behaviors (OCBs). The purpose of this research is to examine the relationship between core job characteristics, organizational commitment, and the presence of OCBs in an Air Force setting.

This research found that there was a positive correlation between organizational commitment and core job characteristics, and that there was a positive correlation between organizational commitment and OCBs. Commitment, however, was not found to mediate the relationship between core job characteristics and OCBs.

To my sweet, beautiful, little boy

Acknowledgments

Without prayer, faith, and the support of family and friends, I honestly could not have completed this degree. Becoming so sick was not part of <u>my</u> master plan, but God's plan for my life is obviously greater than I can imagine.

During this entire process, my family has been truly tested. To my husband and son, I look forward to our family road trips we haven't been able to take. I love you both so much, and we are going to be okay.

Thank you to my mom, sister, mother-in-law, and other family members who worried for me, prayed for me, called me regularly, and took care of my husband and son. One person I could not have done this without is my hero, my little brother. Thank you for leaving all your friends behind in Georgia to come take care of me. I can't say I will miss our daily rides down to Cincinnati for treatment, but I will miss our deep, enthralling conversations where we had a chance to truly bond. You are the true family MVP!

I would like to thank my thesis committee, Lt Col John Bell and Major Sharon Heilmann. Thank you for being so patient and understanding and working with me to get this done. I learned so much from this process, and I would not trade it for the world. Another faculty member I have to thank is Major Brad Anderson. You went above and beyond your duties as an advisor to ensure I completed all my requirements for graduation.

Finally, I would like to thank my classmates for the thoughts, prayers, and meals that kept my family fed for several months. Good luck in all your future endeavors.

<div align="center">Dawn L. Banks</div>

Table of Contents

List of Figures

RELATIONSHIPS BETWEEN ORGANIZATIONAL COMMITMENT,

CORE JOB CHARACTERISTICS AND ORGANIZATIONAL CITIZENSHIP

BEHAVIORS IN UNITED STATES AIR FORCE ORGANIZATIONS

I. Introduction

The U.S. Air Force (USAF) annually assesses the climate of the Air Force in order to provide feedback to its leaders on how to improve individual units and the Air Force organizational as a whole (Defense Manpower Data Center, 2005). Specifically, the annual Air Force Climate Assessment Survey collects data in areas such as job characteristics, perceived performance, training and development, and organizational commitment (Defense Manpower Data Center, 2005).

Of these areas assessed by the survey, commitment is a main concern for military leaders. In order to meet the personnel challenges brought about by the war in Iraq, the entire Department of Defense (DoD) must retain tens of thousands of personnel to sustain a force of 2.7 million military (U.S. Government Accounting Office, 2005). In fact, former Secretary of the Air Force James Roche made retaining Air Force personnel the Air Force's number one priority and made the retention of Air Force members in the second half of their careers the most important concern (Cook, 2002). The Air Force failed to meet its retention goals for second term airman from fiscal years 2000 through 2004 by as much as eight percent and missed its goal for career third-term reenlistments in 2000 through 2002. With the intention of improving retention, the DoD budgeted $346.1 million in fiscal year 2005 for selective reenlistment bonuses; the Air Force spent within $11 million of their budgeted

amount (U.S. Government Accounting Office, 2005). With these costs of financial compensation being so high, it is worthwhile for the Air Force to consider other ways to influence commitment to the organization.

Research suggests that improving job characteristics, such as skill variety, task identity, task significance, autonomy, and feedback, assigned to a member of an organization will lead to an increase in the level of commitment (i.e., Agarwal & Ramaswami, 1993; Pearson & Chong, 1997; Steers, 1977). While the Air Force may not realize the relationship between commitment and job characteristics, it does realize the importance of job characteristics and addresses the issue in the climate survey. Although 91% of Air Force members find their jobs important and challenging (Defense Manpower Data Center, 2005), the Air Force must continually monitor and improve feedback from the jobs as well as autonomy, significance, and variety, and the identity of the job it assigns to its members to keep and improve the level of commitment that exists.

In addition to the research that substantiates a relationship between organizational commitment and job characteristics, there is also research that supports a relationship between organizational commitment and organizational citizenship behavior (OCBs) (Ackfeldt & Coote, 2005; O'Reilly & Chatman, 1986; Podsakoff, MacKenzie, Paine, & Bachrach, 2000). These behaviors have yet to be monitored by Air Force leaders. An added benefit of improving organizational commitment is increasing the presence of OCBs within the organization. Organ first coined the term, organizational citizenship behaviors, and defined this behavior as an "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization" (Organ, 1988:4). OCBs usually occur in the form

2

of a helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, or self-development (Podsakoff et al., 2000).

The problem this research addresses is that the Air Force has realized the importance of organizational commitment and job characteristics, but leadership has yet to realize that focusing on these variables can lead to an increase in extra-role behaviors or OCBs that will support a successful organization. Therefore, the purpose of this study is to examine the relationship between core job characteristics, organizational commitment, and the presence of OCBs in an Air Force setting.

Chapter Overview

This chapter begins with a review of the literature related to OCBs, organizational

commitment, and core job characteristics to include definitions, predictors, and outcomes for

each variable. Next, a general research model of organizational commitment is presented

using job characteristics as a predictor of commitment and OCBs as an outcome of

commitment. Literature supporting the proposed hypotheses and the hypotheses are

presented in the second portion of the chapter.

Organizational Citizenship Behaviors (OCBs)

Most OCB literature references Organ's (1988) definition of OCBs. He defined

OCBs as:

> individual behavior that is discretionary, not directly or explicitly recognized by the
>
> formal reward system, and that in the aggregate promotes the effective functioning of
>
> the organization. By discretionary, we mean that the behavior is not an enforceable
>
> requirement of the role of the job description, that is, the clearly specifiable terms of
>
> the person's employment contract with the organization; the behavior is rather a
>
> matter of personal choice, such that its omission is not generally understood as
>
> punishable. (Organ, 1988. p. 4)

For the purpose of this research, Organ's definition above will be used to describe OCBs.

Although Organ's name and research have become synonymous with OCBs, Katz (1964)

introduced the concept almost 25 years earlier and is considered to be influential in OCB research (Podsakoff, MacKenzie, Paine, & Bachrach, 2000).

In his research, Katz's (1964) intention was to uncover the nature of people's involvement in a system or their commitment to that system. Among the behaviors he indicated as a requirement for effective organizational functioning was the use of innovative and spontaneous activities in achieving organizational objectives that were above a person's role specifications. These actions are necessary to accomplish the organization's goals (Katz, 1964).

Katz (1964) did not use the term organizational citizenship behaviors; he instead referred to these behaviors as organizational spontaneity. In fact, there are several other terms closely associated with OCBs that have been used in literature. Although they have slightly different meanings, words such as extra-role behavior (Van Dyne, Cummings, & Parks, 1995), prosocial organizational behaviors (Smith, Organ, & Near, 1983), and contextual performance (Conway, 1999; Kiker & Motowidlo, 1999) have been used interchangeably with OCBs. OCB research has been applied to disciplines such as human resource management, marketing, strategic management, military psychology, economics, and hospital and health administration (Podsakoff et al., 2000). According to Podsakoff et al. (2000) extensive review of OCB literature, this field of study continues to grow.

There were over thirty different forms of OCBs found in Podsakoff et al. (2000) review of the literature. Some of these forms were altruism (Organ, 1988; Smith et al., 1983), helping and cooperating with others (Borman & Motowidlo, 1993), spreading goodwill (George & Brief, 1992), job dedication (Van Scotter & Motowidlo, 1996),

conscientiousness (Organ, 1988), organizational participation (Graham, 1991), and developing oneself (George & Brief, 1992).

Fortunately, the forms could be merged into seven common themes (Podsakoff et al., 2000). They were helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and self development. A person who demonstrated "helping behaviors" prevented problems at work by helping co-workers voluntarily or helping co-workers once a problem had occurred. He also did not create problems. By being a "good sport," an individual would not take rejection of his ideas personally and would not complain if he was inconvenienced. When a person remained committed to the organization in unfavorable circumstances, he was considered to have a strong loyalty to the organization. Organizational compliance occurred when a member accepted the rules, regulations, and procedures of the organization even when no one was monitoring compliance. An organizational member who volunteered for extra responsibilities or had extra enthusiasm in accomplishing his job had individual initiative because his behavior was above the required or expected levels. Civic virtue was showing interest in or commitment to the organization, and finally, self development was voluntarily improving one's knowledge, skills, and abilities in one's job (Podsakoff et al., 2000).

There were four distinct categories of antecedents of OCBs identified in the meta-analysis of the OCB research (Podsakoff et al., 2000). The first category was individual (or employee) characteristics which included demographic variables, role perceptions, dispositional factors, indifference to rewards, and "morale" factors. Commitment, satisfaction, perceptions of fairness, and leader supportiveness were all considered "morale" factors. A second category of antecedents was task characteristics (Meyer, Stanley,

Herscovitch, & Topolnytsky, 2002). In the OCB literature reviewed by Podsakoff et al. (2000), task characteristics were described as task feedback, task routinization, and intrinsically satisfying tasks. The final two categories were organizational characteristics and leadership behaviors. Organizational characteristics included group cohesiveness, organizational formalization, organizational inflexibility, and advisory/staff support. Transformational and transactional leadership behaviors were used to test leadership behaviors (Podsakoff et al., 2000).

There were two commonly studied consequences of OCBs found in the literature. The first consequence, effects on managerial decisions, was found by Podsakoff et al. (2000) in their meta-analysis to have a positive impact on management's personnel decisions. The other consequence studied was the effects of OCBs on organizational performance and success (Podsakoff et al., 2000).

Since OCBs "lubricate the social machinery of the organization" (Smith et al., 1983, p. 654), there is true value in further exploring this field of study and discovering opportunities for future research. In fact, OCB research has evolved significantly since Katz's (1964) early reference to a spontaneous behavior outside an employee's job specifications. Research continually identifies and evaluates different forms of OCBs as well as its antecedents and outcomes. In the hope of contributing to the growing bank of research on OCBs, this research examines the relationship between OCBs and one of the already identified antecedents; organizational commitment (Podsakoff et al., 2000).

Organizational Commitment

A review of the literature on organizational commitment revealed that scholars fail to agree on a common definition of commitment (i.e., Buchanan, 1974; Porter, Steers, Mowday, & Boulian, 1974; Sheldon, 1971). Porter et al. (1974) defined commitment as "the strength of an individual's identification with and involvement in a particular organization" (p. 604). Buchanan (1974) defined commitment as "a partisan, affective attachment to the goals and values of an organization, to one's role in relation to goals and values, and to the organization for its own sake, apart from its purely instrumental worth" (p. 533). Despite a lack of consensus in the construct definition, current research repeatedly highlights two universal commitment perspectives. The first universal perspective was centered on Becker's (1960) side-bet theory, otherwise known as the behavioral approach. The second perspective views commitment as affective or attitudinal.

Becker's (1960) designation of a side bet was something of value that an individual has invested that would be lost or worthless at a perceived cost if the individual left the organization, for example, retirement plans or organizational tenure. If the individual did not have any other alternatives that could replace that investment, the perceived costs were intensified. This type of commitment is also referred to as a behavioral or calculative approach because a member in this situation often exhibits "behaviors that exceed formal and/or normative expectations" to avoid losses (Mowday, Steers, & Porter, 1978, p. 3). The term used most often in literature to describe this form of commitment is continuance commitment (Meyer & Allen, 1984). According to Meyer and Allen (1991), when a member stayed with the organization because they "needed" to do so, he was considered to have continuance commitment because he recognized the costs associated with leaving the

organization. Scales developed by Ritzer and Trice (1969) and Hrebiniak and Alutto (1972) are commonly used when testing Becker's side bet theory, but when measuring continuance commitment, the continuance commitment scale (CCS) developed by Meyer and Allen (1984) is used. The CCS was later revised (Meyer, Allen, & Smith, 1993).

The second commitment perspective, attitudinal, existed when "the identity of the person [is linked] to the organization" or when "the goals of the organization and those of the individual become increasingly integrated or congruent" (Mowday et al., 1978, p. 3). In recent literature, the accepted term for this form of commitment is affective commitment which is defined as staying with the organization because a member "wants" to do so (McGee & Ford, 1987; Meyer & Allen, 1984). The Organizational Commitment Questionnaire (OCQ), developed by Mowday et al. (1978) is one instrument used to measure attitudinal (or affective) commitment. Meyer and Allen (1984) created a second scale, the Affective Commitment Scale (ACS). The correlation factor of these scales exceeds .80. Meyer and Allen's (1984) original scale was later revised by Meyer et al. (1993).

Steers (1977) recognized that most early research on organizational commitment considered commitment as a dependent variable and did not consider the outcomes or antecedents of commitment. His model of organizational commitment tested a general form of commitment. See Figure 1 for Steers' organizational commitment model. Commitment in this model is considered one-dimensional. The antecedents of commitment on the left side of the model existed in three categories; personal characteristics, job characteristics, and work experiences. Personal characteristics were considered to be variables such as age, opportunities for achievement, education, role tension, and central life interest. The second category, job characteristics, considered job satisfaction, job challenge, opportunities for

social interaction, autonomy, variety, identity, and feedback received on the job. Finally, the

quality of the employee's work experiences formed a psychological attachment to the

organization in the form of group attitudes, organizational dependability and trust,

perceptions of personal investment and personal importance to an organization, and rewards

or the realization of expectations (Steers, 1977). Steers' study of hospital employees and

scientists and engineers, personal characteristics (r=.55 and r=.42), job characteristics (r = .64

and r = .38), and work experience (r= .71 and r = .64) were all found to be significant

predictors of commitment.
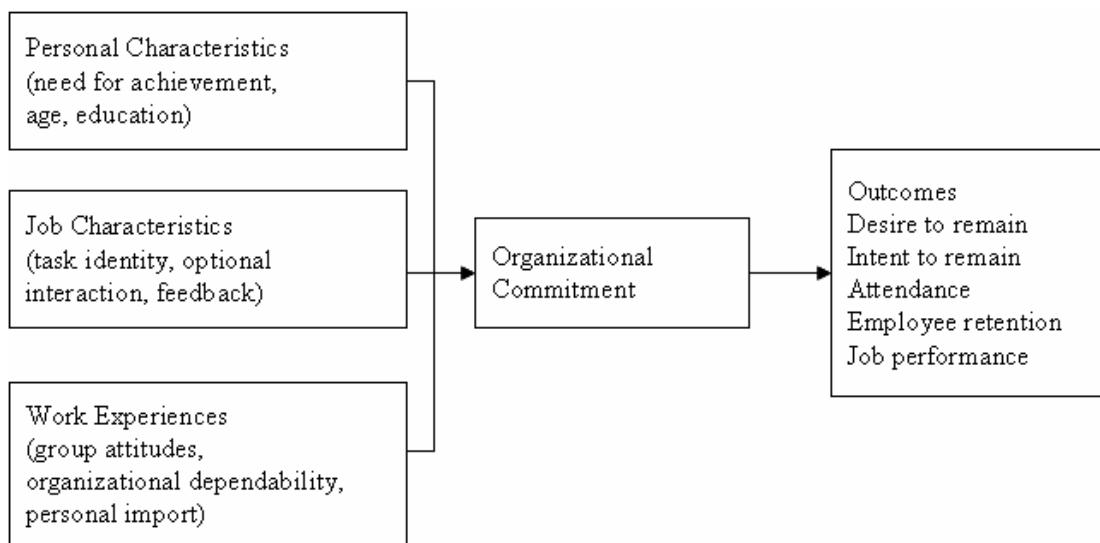
Figure 1. Steers' (1977) Model of Organizational Commitment

The outcomes of commitment located on the far right of the model include the desire

and intent for an employee to remain with the organization, job performance, and attendance

at work. A high level of commitment led to employee retention, and low commitment

resulted in high turnover. When considering the outcomes of commitment, both the desire

(r= .44 and r=.36), and the intent to remain (r=.31 and r=.38) with an organization were

significantly positively correlated with commitment. Turnover in the hospital employees was

negatively correlated with commitment (r=-.17). The relationship between job performance (r=.05 and r=.05) and attendance (r=.08 and r=.28) with commitment were not as significant (Steers, 1977).

Steers (1977) offered several explanations for the insignificant relationship uncovered between job performance and attendance with commitment. He suggested that the lack of support for the attendance-commitment link could have been attributed to the fact that pooling in the attendance measure included voluntary and involuntary absences. This may have contaminated the data. There were three possible explanations for the weak relationship between commitment and job performance. First, it was thought that the organizations studied were considered non-threatening and therefore fostered an environment where low performers felt comfortable. Through observation, it was determined that the managers were more concerned with employee relations instead of performance (Steers, 1977). Steers believed another reason the job performance weakly correlated to commitment was due to the commitment construct his research was based upon. At the time of the research, there were differing theories surrounding active and passive commitment. The final explanation offered for the lack of relationship between performance and commitment was based on present research on motivation and work behavior. At that time, commitment research was concerned with motivation level, but ignored ability and role clarity. Motivation, ability, and role clarity were all functions of job performance (Steers, 1977).

Steers (1977) concluded that his model was only a beginning and suggested that this research should be a catalyst for the development of more complex models, and indeed, models grew more complicated (i.e., Agarwal & Ramaswami, 1993; Hunt, Chonko, & Wood, 1985; Meyer & Allen, 1991). The perception of organizational commitment shifted from a

one-dimensional commitment concept to a multidimensional one (McGee & Ford, 1987;

Meyer & Allen, 1984). Meyer and Allen's (1984) research was one of the first studies that

began to consider that commitment had another dimension. Using a combination of the

OCQ, the Ritzer and Trice scale (R-TS), the Hrebiniak and Alluto scale (H-AS), the ACS,

and the CCS; Meyer and Allen (1984) tested Becker's (1960) side bet theory. They showed

that the H-AS and R-TS measures correlated with affective commitment measures more

often than continuance commitment measures. This work supported the Meyer and Allen's

(1984) continuance and affective commitment scales and cast doubt on the H-AS and R-TS

measures to study the side bet theory.

McGee and Ford (1987) expanded the multidimensional commitment concept and

proposed that continuance commitment in and of itself was two-dimensional. According to

their study, continuance commitment had two subscale measures; the perception that few

employment alternatives exist (CC:LoAlt) as well as the high personal sacrifice associated

with leaving an organization (CC:HiSac). The latter subscale, CC:HiSac, was most related to

Becker's (1960) side bet theory. The authors concluded that although Meyer and Allen's

(1984) CCS and ACS were useful in measuring these forms of commitment, additional

measures should be added to the CCS to account for CC:LoAlt and CC:HiSac.

In response to McGee and Ford's (1987) study, Meyer, Allen, and Gellatly (1990)

conducted a study to further test the CCS and ACS. Like McGee and Ford, their results

indicated a definite distinction between affective and continuance commitment, and they

supported McGee and Ford's theory that two subscales existed for continuance commitment.

The two subscales of continuance commitment were highly correlated. With further analysis,

they concluded that the items on the CCS sufficiently represented CC:LoAlt and CC:HiSac

(Meyer et al., 1990). Later, in a meta-analysis of the commitment literature, Meyer et al. (2002) stated that the correlations reported earlier by McGee and Ford and Meyer, Irving, and Allen (1998) were actually understated. Meyer et al. (2002) recommended that the CCS be revised to include more perceived sacrifice measures in future research efforts.

Meyer and Allen (1991) continued to expand their commitment scales by adding a third component of commitment, normative commitment. In the early 1990s, Meyer and Allen published the three-component organizational commitment model which gained considerable popularity amongst their peers and is now widely used as a basis for much organizational commitment research (Wasti, 2005). The additional component, normative commitment, was described as a member's feeling to stay with the organization because he thinks he "ought" to do so (Meyer & Allen, 1991). The Meyer and Allen's multidimensional model of commitment regards commitment as more than just a need, obligation, or desire to remain with the organization; it is a psychological state or a mind set. As with affective and continuance commitment, Allen and Meyer (1990) developed the normative commitment scale (NCS). The eight item scale was later revised by Meyer et al. (1993). The revised six-item scale differed from the original in that it did not focus on the origin of the obligation to remain in the organization (e.g., "Even if it were to my advantage, I do not feel it would be right to leave my organization now). The Allen and Meyer (1990) measurement centered on the internalization of social values (e.g., "I was taught to believe in the value of remaining loyal to one organization").

With the addition of the normative commitment component, questions arose concerning the reliability of the three components to accurately measure commitment. Allen and Meyer's (1990) research supported their hypothesis that each component of commitment

can be measured reliably with the ACS (.87), CCS (.75), and NCS (.79), but there was

evidence of a correlation between affective commitment and normative commitment (r=.51).

The continuance commitment scale did not correlate with either affective or normative

commitment. These results were duplicated by Hacket, Bycio, and Hausdorf (1994). This

would lead one to believe that what someone "wants" to do and what someone "ought" to do

are not independent. Allen and Meyer (1990) suggested that caution should be used when

applying the NCS, therefore influencing a revision to the scale by the authors a few years

later. In a meta-analysis of the organizational commitment literature, Meyer et al. (2002)

addressed the normative commitment and affective commitment correlation. Their

observation was that these components were highly correlated, but the significance of this

correlation could be different based on geographic locations of the research and the version

of NCS used in the study.

Meyer and Allen (1991) incorporated both the antecedents and outcomes of

commitment for each component into their model. See Figure 2 for Meyer and Allen's Three

Component Organizational Commitment Model. The general categories of antecedents for

the components of commitment are featured on the right side of the model and the outcomes

are listed on the left side of the model. Also indicated are job satisfaction, job involvement,

and occupational commitment as three correlates of organizational commitment. Finally, the

model indicates either a positive, negative, or null correlation with each outcome.
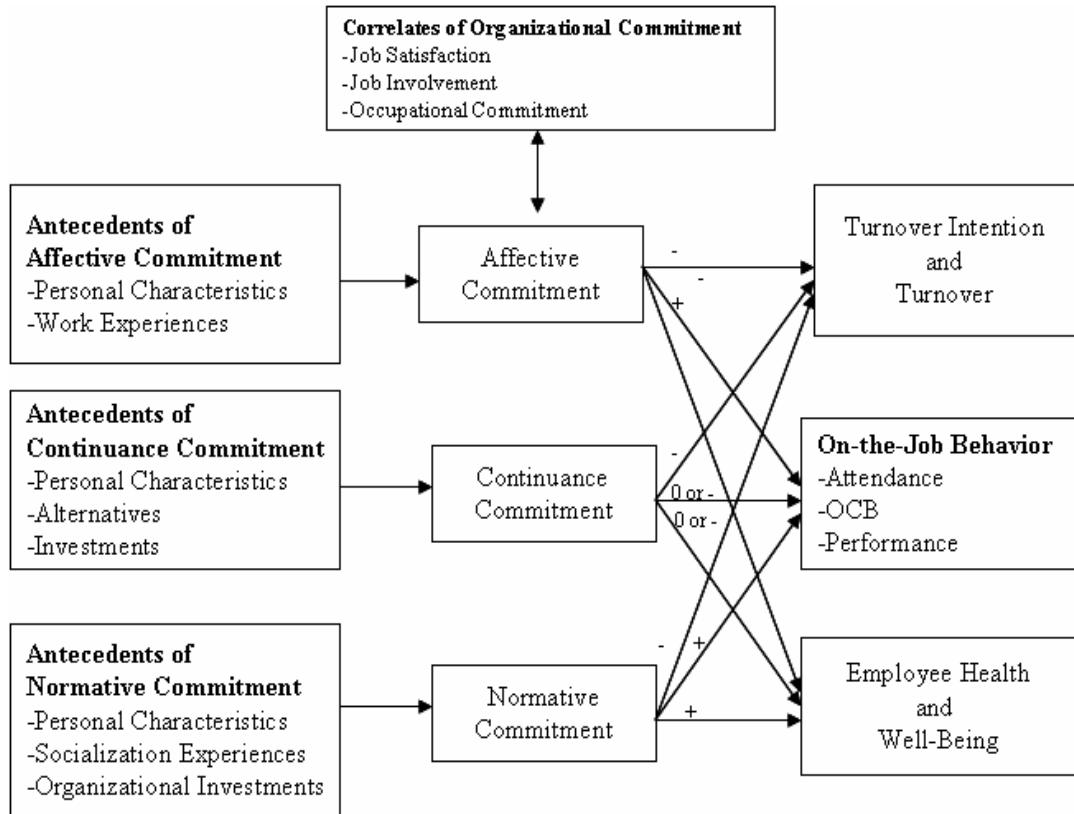
Figure 2. A Three-Component Model of Organizational Commitment (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002)

The antecedents and outcomes associated with the three component organizational model have evolved since the model's inception (Allen & Meyer, 1990; Meyer & Allen, 1991). In Meyer et al. (2002) meta-analysis, antecedents were found in the following categories: demographic variables, individual differences, work experiences, and alternatives/investments.

Antecedents of affective commitment lie in the categories of personal characteristics and work experiences (Meyer et al., 2002). Within personal characteristics, research has investigated the relationship between demographic characteristics; for instance, age, sex, education, and tenure, and personal dispositions (Meyer & Allen, 1991). One of the more examined relationships was the commitment-work experience link (Meyer et al., 1998; Meyer et al., 2002). The literature categorized work experiences into acts that satisfied an

employee's need to feel comfortable in the organization as well as those acts that contributed to an employee's feelings of competency in his job performance (Meyer & Allen, 1991). Between work experiences and personal characteristics, work experiences were more strongly correlated to affective commitment (Meyer et al., 2002).

Antecedents of continuance and normative commitment were based on their definitions. Anything that increased the perceived costs to the member, for example seniority in the organization, would be a predictor of continuance commitment. In addition to alternatives and investments, personal characteristics were also predictors of continuance commitment (Meyer & Allen, 1991; Meyer et al., 2002).

According to the model, normative commitment occurred when pressure was placed on a member before or following membership in the organization. If a member received some type of "reward in advance," for example, college tuition payment or accumulated costs associated with training, the member may feel he ought to remain with the organization (Meyer & Allen, 1991). Personal characteristics, socialization experiences, and organizational investments were all antecedents of normative commitment.

There were also significant consequences or outcomes associated with organizational commitment. All components were a negative indicator of turnover (Allen & Meyer, 1990; Jaros, 1997; Meyer et al., 2002). Other consequences included on-the job behavior and employee health and well being. Affective and normative commitments were both positively correlated to employee health, but the variables within this category have either no correlation or were negatively correlated to continuance commitment. Attendance, OCBs, and performance were the on-the-job behavior variables that were positively related to

16

affective and normative commitment. Continuance commitment was either negatively or unrelated to the variables within the category of on-the-job behaviors (Meyer et al., 2002).

In addition to studying the relationship between organizational commitment and its antecedents and outcomes, the three-component model has also been used to determine its generalizablity to study other forms of commitment (i.e., Meyer et al., 1993). Meyer et al. (1993) tested this model to determine if it was applicable to occupational commitment. In their review of the literature, they showed that commitment research outside of organizational commitment was still continually viewed as one-dimensional. In a study of registered and student nurses, Meyer et al. concluded that occupational commitment could indeed be viewed as multidimensional. They also developed reliable measures of affective, continuance, and normative commitment that apply to occupational commitment. Using the results of this study, they hoped to apply the model to other forms of commitment.

Several studies have been conducted to test the validity of the components of the three-component model in other countries (i.e. Cheng & Stockdale, 2003; Ko, Price, & Mueller, 1997; Wasti, 2002). Ko et al. (1997) tested the CCS, ACS, and NCS in South Korea, and indicated, as in Meyer et al. (1993) results, that ACS and NCS were highly correlated. Unlike in the findings of McGee and Ford (1987) and Meyer et al. (1990) there was not evidence that continuance commitment had subscales. Ko et al. concluded that there were too many unresolved issues surrounding the three-component model of commitment and therefore, they were uncomfortable using this model to generalize about organizational commitment in South Korea.

Cheng and Stockdale (2003) came to an opposite conclusion in a study conducted in China. They found that the best fit for the commitment model contained the subscales of

17

continuance, CC:LoAlt and CC:HiSac, but like the South Korean study, the ACS and NCS were correlated. With these findings, Cheng and Stockdale supported the generalizability of the Meyer and Allen's (1991) model in a Chinese environment.

Wasti (2002) chose to test only two components of the organizational commitment model in relation to a Turkish community. The purpose of his study was not only to test the generalizability of the commitment model in a Turkish environment; its purpose was to also test its usefulness in a collectivist culture such as Turkey. In this type of community, continuance commitment increased because of loyalty norms and in-group approval which are prevalent in a collectivist culture. Wasti concluded that the model of affective and continuance commitment can be generalized to interpret commitment in Turkey.

Organizational commitment developed into a multi-dimensional concept (Meyer & Allen, 1991) from a simple, general definition (i.e., Buchanan, 1974; Porter et al., 1974; Sheldon, 1971). Early models of commitment explored possible antecedents and outcomes for the single dimension of organizational commitment (i.e. Steers, 1977), but as the empirical evidence grew to support multiple components of commitment, the models of organizational commitment became more complex (i.e. Meyer & Allen, 1991). There is still knowledge to be gained by studying a straightforward model of commitment that can later be applied to a model that is more intricate. Therefore, in addition to exploring the relationship between the organizational commitment and OCBs, the relationship between organizational commitment and one of its antecedents, job characteristics, will also be examined (Meyer et al., 2002; Steers, 1977).

Core Job Characteristics

As part of Steers' (1977) organizational commitment model, he indicated that job characteristics were one of the categories of antecedents of commitment. Additionally, Meyer et al. (2002) meta-analysis of organizational commitment noted that one of the antecedents of affective commitment was work experiences which included the subcategory, job scope. Mowday and Spencer (1981) used the terms job scope and core job characteristics interchangeably. Hackman and Oldham's (1974) job characteristics theory introduced and designated core job characteristics as skill variety, task identity, task significance, autonomy, and feedback from the job. Other variables that have been included as job characteristics in related research were role ambiguity and conflict (Agarwal & Ramaswami, 1993), opportunities for social interaction (Steers, 1977), task interdependence (Kiggundu, 1983), participation (Singh, 1998), task routinization, and intrinsically satisfying tasks (Podsakoff et al., 2000). Since Hackman and Oldham's designation of job characteristics is commonly used in current literature (i.e. Hunt et al., 1985; Lau & Huang, 1999), I will use their description for the purpose of this research.

Based on their job characteristics theory, Hackman and Oldham (1980) created a model of job characteristics that explained the characteristics' relationships to motivation, satisfaction, and effectiveness. Hackman and Oldham indicated that their purpose for creating the job characteristics model was based on the premise that organizational productivity was influenced by "the quality of the relationship between people who do the work and the jobs they perform (1980, p. 4). Based on their model, the intended outcomes were internal motivation, "growth" satisfaction, general job satisfaction, and work effectiveness. These outcomes were to be reached by altering the core job characteristics of

19

skill variety, task identity, task significance, autonomy, and feedback from job through critical psychological states; experienced meaningfulness of the work, experienced responsibility for outcomes of the work, and knowledge of the actual results of the work activities. The moderators involved were knowledge and skill, growth need strength, and "context" satisfactions.

The definitions for these core job characteristics (skill variety, task identity, task significance, autonomy, and job feedback) as Hackman and Oldham (1980) defined them for their model, have remained unchanged throughout the extant literature (Hunt et al., 1985; Lau & Huang, 1999; Lin & Hsieh, 2002; Podsakoff et al., 2000). If a job required a number of different activities in order for the work assigned to be accomplished or if the job required the person to use several different skills or talents, the task would be considered to have a high degree of skill variety. A task with task identity could be completed from beginning to end with visible outcomes at its completion. The significance of a task is based on the impact the job has on the lives of other people either internal or external to the organization. Hackman and Oldham defined autonomy as "the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out" (1980, p. 79). Job feedback was the final core job characteristic introduced in the job characteristics model. When an employee received clear and direct information pertaining to their effectiveness in the performance of their assigned work activities, appropriate job feedback had occurred (Hackman & Oldham, 1980).

The Job Diagnostic Survey (JDS) was created by Hackman and Oldham (1974) to diagnose existing jobs prior to work redesign and to evaluate the effects of work redesign.

The JDS has been most often used to measure skill variety, autonomy, task identity, task significance, and feedback (Lee-Ross, 1998; Singh, 1998). The survey has been the subject of several extensive internal and external validity and reliability analyses and has also been compared to the Job Characteristics Inventory (JCI) that was created simultaneously (Fried, 1991; Lee-Ross, 1998).

An alternate measure of four of the five characteristics designated by Hackman and Oldham (1974) used in current research is the JCI developed by Sims, Szilagyi, and Keller (1976). Unlike the JDS, the JCI does not measure task significance. Several research studies reference the work of Hackman and Oldham (1980), but use the JCI instead (i.e. Hunt et al., 1985; Lau & Huang, 1999; Lin & Hsieh, 2002). In a comparative study of the two instruments, Pierce and Dunham (1978) noted that the Cronbach coefficient alphas were higher overall for the JCI. The reliabilities for the JCI exceeded .85, while the JDS reliabilities ranged from .69 to .79. Pierce and Dunham indicated that the reliabilities varied based on the sample. In addition, the JCI used 17 items to measure four job characteristics (five autonomy, five variety, four feedback, and three identity) while the JDS only used three items for each of the five characteristics. The reliabilities were expected to be higher for the JCI since more items were used (Pierce & Dunham, 1978).

Although Hackman and Oldham's (1980) job characteristics model indicated that the eventual outcomes of core job characteristics were internal motivation, "growth" satisfaction, general job satisfaction, and work effectiveness; organizational commitment research suggests that commitment is an additional outcome of core job characteristics. Based on this research as well as literature related to OCBs, a hypothesized model of organizational commitment can be proposed.

Proposed Organizational Commitment Model and Hypotheses

A general model of organizational commitment was developed based on a review of the literature pertaining to commitment. See Figure 3 for the hypothesized model of organizational commitment. The Steers' (1977) model of organization commitment and Meyer and Allen's (1991) three-component model of commitment were influential in the creation of the research model. Although Steers recommended that more complex models should be considered, this simplified, general model of commitment was developed due to a lack of empirical research in support of the chosen antecedent and outcome represented in this complete model.

The hypothesized model identifies core job characteristics (skill variety, task identity, task significance, autonomy, and feedback from job) as an antecedent to organizational commitment (Steers, 1977). There is empirical evidence to suggest that job characteristics are predictive of organizational commitment (Agarwal & Ramaswami, 1993; Hunt et al., 1985; Pearson & Chong, 1997). OCBs (helping behaviors, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and self development) are identified as an outcome of organizational commitment in the model (Meyer & Allen, 1991). Empirical evidence also suggests that there is a relationship between these two variables (Ackfeldt & Coote, 2005; Schappe, 1998).

By reviewing the OCB, organizational commitment, and core job characteristics research, the relationship among the variables became apparent. In order to support the hypothesized model, the review of the literature is directed toward specific empirical research that is directly related to core job characteristics as a predictor of organizational commitment and OCBs as an outcome of organizational commitment.
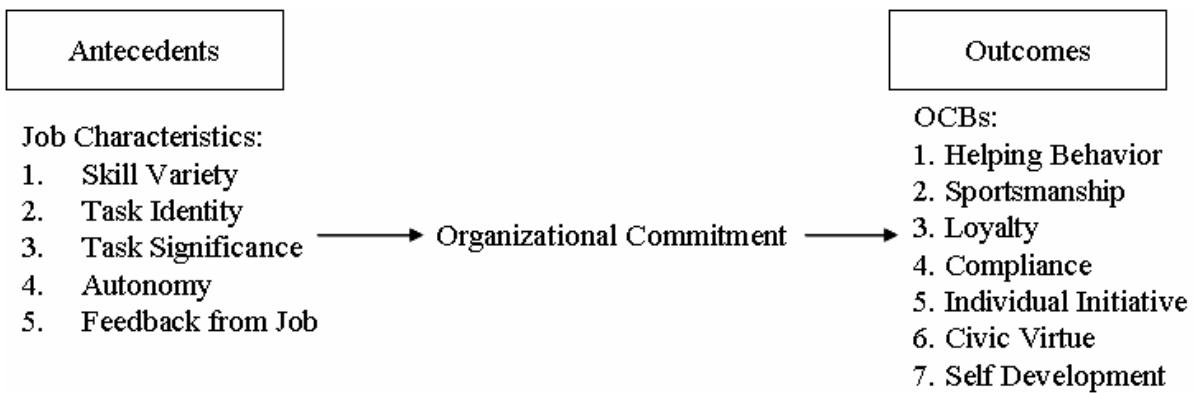
Figure 3. Proposed Research Model of Organizational Commitment

Core Job Characteristics-Organizational Commitment Link. Past research has shown support of the link between core job characteristics identified by Hackman and Oldham (1980) and organizational commitment. In a study attempting to determine if work can be redesigned in a Malaysian health care setting based on research conducted in Western countries, 286 full time nurses in a Malaysian public health organization answered questionnaires pertaining to core task attributes, interpersonal task attributes, job satisfaction, and commitment, and cultural beliefs and values (Pearson & Chong, 1997). Pearson and Chong's research indicated that job satisfaction was tied to cultural influences, but task identity, task significance, and autonomy contributed to organizational commitment. Only feedback was not correlated. The researchers concluded that the results of their research surrounding commitment was comparable to Western research and literature and could therefore be used to redesign health organizations in Malaysia to promote commitment (Pearson & Chong, 1997). Although feedback was found not to be significant in this study, other research supports feedback as an influential subcategory of job characteristics (Steers, 1977).

Two different research studies tested the relationship between the job characteristics of skill variety, task identity, autonomy, and feedback in marketing firms; the results varied.

In a study by Hunt et al. (1985), all variables were predictive of commitment except task identity. Agarwal and Ramaswami (1993) showed that the relationship between commitment and feedback and task identity were not supported by the research.

In a review of literature, Lin and Hsieh (2002) found substantial theoretical support for the relationship between task identity and organizational commitment, but realized that there was a lack of empirical support. They hypothesized that the relationship between identity and commitment was not linear like most research suggested, but instead it was an inverted U-shaped, curvilinear relationship. A survey of 269 employees in 50 shipping and freight forwarder companies supported their hypothesis. They indicated that the effect of task identity on commitment varied across career stages. A higher degree of task identity often required an increase in ability or skills. Those in late career stages (> than 40 yrs of age) were more resistant to change or were unable to adapt and therefore had a negative trend toward task identity. Those in the middle stage of their career (30 to 39 yrs of age) exhibited the highest level of commitment (Lin & Hsieh, 2002). Although task identity was least supported in the research, literature still supported a link between commitment and identity (Pearson & Chong, 1997; Steers, 1977).

When reviewing job characteristics research, it is not uncommon to find some studies that evaluate every characteristic independently (i.e. Agarwal & Ramaswami, 1993; Hunt et al., 1985) while others consider job characteristics as a single variable (Rabinowitz, Hall, & Goodale, 1977; Steers, 1977). Steers' (1977) approach was to first consider the general category of job characteristics as an antecedent of commitment and then consider the specific variables within job characteristics that were related to commitment. Rabinowitz et al. (1977) studied the importance of job scope and individual differences in explaining job

involvement and chose to use the unweighted linear sum score of the core job characteristics. Like Rabinowitz et al., this study will also consider the sum score of skill variety, autonomy, task identity, task significance, and feedback to create a single measure of job characteristics.

Based on the literature review, specifically the literature supporting the job characteristic-organizational commitment link, it is apparent that a relationship exits between job characteristics and organizational commitment. Therefore, the following hypothesis associated with the relationship between job characteristics and commitment is offered:

> *Hypothesis 1: Jobs characteristics will be positively correlated to organizational commitment.*

OCBs-Organizational Commitment Link. Just as with the relationship between job characteristics and organizational commitment, there is a wealth of research supporting the link between organizational commitment and the presence of OCBs. Most studies, however, examined relationships between OCBs and several other variables, to include commitment. For instance, Ackfeldt and Coote (2005) examined the potential of job attitudes, which is both job satisfaction and organizational commitment, as a predictor of OCBs in a retail setting. The results indicated a strong, positive link between job attitudes and OCBs (Ackfeldt & Coote, 2005). A study conducted by Schappe (1998) pointed out that out of job satisfaction, procedural justice, and organizational commitment, only organizational commitment predicted OCBs.

In two studies that considered both in-role behaviors (IRB) and extra-role behaviors (ERB), showed that IRB (behaviors related to assigned work) were not related to commitment while ERB (behaviors outside of assigned work) were related (O'Reilly & Chatman, 1986). A study by Williams and Anderson (1991) that cited the O'Reilly and Chatman (1986) study and used their organizational commitment scale indicated differing

results. Williams and Anderson's research showed that OCBs were not related to commitment, but they suggested that differing surveying procedures could explain the conflicting results. In addition to the empirical evidence of the organizational commitment – OCB link, Weiner (1982) performed a thorough review of the literature on commitment and proposed that ERB was in fact a result of commitment.

There is substantial empirical evidence to suggest a link between organizational commitment and OCBs, thus I offer this hypothesis:

> *Hypothesis 2: Organizational commitment to an organization will be positively correlated to OCBs.*

Job Characteristics and OCBs Relationship Mediated by Organizational Commitment. Literature supports the relationship between job characteristics and organizational commitment as well as the relationship between OCBs and organizational commitment. The proposed research model takes it one step further to suggest that the variables, job characteristics and OCBs, are mediated by organizational commitment.

Organizational commitment has been chosen as a mediator in several models of commitment (i.e., Thatcher, Stepina, & Boyle, 2003; Yousef, 2000). Yousef (2000) developed a model of commitment that proposed organizational commitment mediates the relationships of leadership behavior with both satisfaction and job performance. His findings supported his hypothesis. Thatcher et al. (2003) also proposed the organizational commitment was a mediator. Their model focused on commitment as a mediator of job satisfaction, perceived job characteristics, perceived competitiveness of pay, and perceived job alternatives on turnover intention (Thatcher et al., 2003).

Although organizational commitment is used commonly as a mediator of independent and dependent variables, there is only partial empirical support for this proposed model of commitment. This final hypothesis is still offered:

> *Hypothesis 3: The relationship between job characteristics and OCB will be mediated by organizational commitment such that an increase in organizational commitment will result in an increased impact between job characteristics and OCBs.*

III. Methodology

Participants

The survey population included civilian and military (officer and enlisted) members from 25 organizations on Wright-Patterson Air Force Base (WPAFB), Ohio. These organizations were chosen randomly to participate in the questionnaire. Three organizations within the Air Force Institute of Technology (AFIT), 11 organizations within the Aeronautics Systems Center, one organization within the Air Force Material Command, four organizations within the Air Force Research Lab, three organizations with the Medical Group, and three organizations within Mission Support Group were chosen to participate in the research. Questionnaires were given to supervisors and their subordinates within these organizations.

In order for a questionnaire to be considered usable for analysis, each supervisor survey had to have an accompanying subordinate survey and vice versa. Once the questionnaires were all collected, there were nine pairs of questionnaires that were unable to be used because either the supervisor or subordinate failed to return their questionnaire or the subordinate specified a different individual as their supervisor. Thirty-two supervisors were sent a questionnaire and 29 returned the questionnaire (90.6% response rate), and 83 subordinate questionnaires were distributed and 73 were returned (88% response rate), resulting in an overall sample of 64. Data from both questionnaires were coded and entered by the researcher.

Data Collection Procedures

Data relevant to OCBs were collected using a 43-item questionnaire, and data were collected measuring organizational commitment and job characteristics via a 93-item questionnaire. Before distribution to enlisted, officer, and civilian members of WPAFB organizations, the questionnaires received human subjects approval.

In order to determine questionnaire participants, letters were first sent to organizational commanders or directors at WPAFB requesting their cooperation in allowing one or two of the supervisors in their organization as well as up to three of those supervisors' subordinates to complete a questionnaire. The commanders and directors were asked to select individuals who represented the typical cross-section of their organization rather than only the best since the study did not "grade" anyone or the organization. They were also assured all information tying the individual to their response would be destroyed.

After receiving names of supervisors, each supervisor was contacted via email or phone. If the supervisor was not advised of the questionnaire in advance, they were given a brief overview of the research. Once names of subordinates were received from the supervisor, the supervisor survey and subordinate surveys along with cover letters were sent directly to the organization via base mail system.

A brief synopsis of the intent of the research, the assurance of confidentiality of the participants, and contact information for any questions was provided in a cover letter. The participants were provided a self-addressed envelope for the return of the questionnaire via base mail system. Since the questionnaire was distributed to specific individuals, an email reminder was sent to those who had not returned the questionnaire after 45 days.

Measures

The questionnaires used in this study were designed by members of the faculty of Indiana University (IU). The questionnaires were used with the permission of IU to expand the understanding of the effects job characteristics have on employees' attitudes, perceptions, and behaviors (S. Griffis & P. Podsakoff, personal communication, Summer 2004). Survey #1, the supervisor survey, contained measurements of OCBs, while survey #2, the subordinate survey, measured organizational commitment and core job characteristics. Survey #1 and survey #2 are attached as Appendices A and B, respectively.

Survey #1 (Supervisor Survey)

Organizational Citizenship Behaviors. As defined by Organ (1988), OCBs are behaviors outside of an individual's specific job description that contributes to the effective operation of the organization. This variable was measured by the supervisor survey created by members of the IU faculty, but the reliability of this questionnaire was unknown. In order to validate the IU questionnaire, an instrument validation questionnaire was created to assess reliability. The OCB instrument validation questionnaire is attached at Appendix C. The instrument validation questionnaire used OCB questions tested by Moorman (1990). The OCBs used by Moorman (1990) were measured using the OCB scale developed by Podsakoff and MacKenzie (1989). Thirty students attending AFIT were asked to complete the 41-item questionnaire based on their impressions of the behavior of one of their subordinates at their previous assignment. These items were rated using a Likert scale that ranged from *strongly disagree* to *strongly agree*. The Cronbach's Alpha from the instrument validation was .99 (n=26, M = 5.03, SD = 1.50).

30

The supervisor survey was a 43-item questionnaire rating their subordinates on OCBs. Participants answered a total of 28 items; items 1-4, 6-13, 15, 17-19, 22, 24, 28, 30, 33-34, 36, 38, and 40-43. Supervisors were asked to rate their subordinates on items such as "Always focuses on what's wrong with his/her situation, rather than the positive side," and "Meets all the formal performance requirements of the job." The items were rated using a Likert scale that ranged from *strongly disagrees* to *strongly agree*. Before calculating the average score of all OCB items for each participant, items 6, 22, 28, 41, and 43 were reverse coded. The Cronbach's Alpha from this research data was .92 (n=61, M =6.12, SD =.64).

Moorman's (1990) research addressed whether having a supervisor rate the OCBs of his subordinate was an accurate measure of OCBs since OCBs were often not witnessed by the supervisor. Moorman's review of the research found that there was no information lost when OCBs were rated by supervisors instead of being self-rated or co-worker rated. Additionally, research indicated that supervisors were better able to differentiate between OCBs and in-role behaviors (Moorman, 1990).

Survey #2 (Subordinate Survey)

The subordinate questionnaire consisted of 93 items that asked subordinates to describe their job, how they felt about their job, how they felt about the organization, and how they felt about themselves. The subordinate survey concluded with various demographic questions. The variables of interest measured in the subordinate survey were core job characteristics and organizational commitment.

Core Job Characteristics. The core job characteristics used in this study were measured questions found in Hackman and Oldham's (1974) Job Diagnostic Survey (JDS).

The job characteristics questions were found in Parts I and II of the subordinate survey. A sum of the variables skill variety, task identity, task significance, autonomy, and job feedback were used to assess the core job characteristics variable.

Skill variety is "the degree to which a job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the person" (Hackman and Oldham, 1980, p.78). Items for this measure were taken directly from the JDS. Participants were asked to rate the level of skill variety in their job by responding to item 9, "My job requires me to use a number of complex or high-level skills," and item 13, "My job is quite simple and repetitive." A 7-point Likert scale that ranged from *very inaccurate* to *very accurate* was used to rate these items.

Hackman and Oldham (1980) defined task identity as "the degree to which a job requires completion of a "whole" and identifiable piece of work, that is, doing a job from beginning to end with a visible outcome" (p. 78). The items from the JDS used to measure task identity were, "My job is arranged so that I do not have the chance to do an entire piece of work from beginning to end" (item 10), and "This job provides me with the opportunity to completely finish the pieces of work I begin" (item 17). A 7-point Likert scale that ranged from *very inaccurate* to *very accurate* was used to rate these items.

"The degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organization or in the world at large" is known as task significance (Hackman and Oldham, 1980, p.79). This measure was comprised of questionnaire item 14, "My job is one where a lot of people can be affected by how well it gets done" and item 21, "My work requires me to consult with other fairly frequently." A 7-

point Likert scale that ranged from *very inaccurate* to *very accurate* was used to rate these items.

Autonomy is "the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out" (Hackman and Oldham, 1980, p.79). Autonomy was measured using the items from JDS. The corresponding questionnaire items measuring autonomy were item 16 "My job does not permit me any chance to use my personal initiative or judgment in carrying out the work" and item 20 "This job gives me considerable opportunity for independence and freedom in how I do the work." A 7-point Likert scale that ranged from *very inaccurate* to *very accurate* was used to rate these items.

According to Hackman and Oldham (1980), job feedback is "the degree to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance" (p. 80). The items taken directly for the JDS used in this questionnaire were item 12 "Just doing the work required by my job provides many chances for me to figure out how well I am doing" and item 18 "My job provides me with very few clues about whether or not I am performing well." A 7-point Likert scale that ranged from *very inaccurate* to *very accurate* was used to rate these items.

The Cronbach's Alpha for the aggregate measure of job characteristics was .77 (n=62, M=5.38 SD = .85).

Organizational Commitment. Organizational commitment, as defined by Meyer and Allen (1991), occurs when an individual stays with an organization because he wants to, needs to, or feels he ought to do so. The questionnaire used to measure organizational was developed by Indiana University. Since the reliability of this instrument was unavailable, an

instrument validation of the organizational commitment questionnaire was conducted in March 2006. The instrument validation questionnaire is attached at Appendix D. Thirty AFIT students answered questions from the Organizational Commitment Questionnaire (Mowday, Porter, & Steers, 1982), Meyer and Allen's (1984) Affective Organizational Commitment Scale, and the developed research questionnaire. The pretest contained 33 items and was measured using a 7-point Likert scale that ranged from *strongly disagrees* to *strongly agree*. The Cronbach's Alpha from this pretest data was .93 (n=26, M =5.25, SD =.96).

The items that pertained to organizational commitment were in Part III of the subordinate survey. Participants answered a total of 13 items; items 36, 37, 41, 44, 46, 52, 53, 55, 56, 59, 63, 65, and 75 pertained to organizational commitment. Subordinates were asked to rate their degree of commitment with items such as, "I feel a personal obligation to do whatever I can to help this organization achieve its goals," and "I would be willing to sacrifice a lot to continue working for this organization." These questions were also measured using a 7-point Likert scale that ranged from *very inaccurate* to *very accurate.* Item 63 was negatively worded therefore it was reverse coded before the aggregate of each participants responses were calculated to determine their degree of organizational commitment. The Cronbach's Alpha from this research data was .89 (n=63, M =5.55 SD = .93).

Summary

This chapter described the participants, procedures, and measures used to study the relationships between job characteristics, organizational commitment, and OCBs.

The details of the supervisor and subordinate questionnaire were specified, and the steps taken to ensure the validity and reliability of the questionnaire were outlined. Using Cronbach's Alpha, the reliabilities of the measures were acceptable (Nunnally, 1978); ranging from .77 to .92.

IV. Results

Chapter Overview

This chapter provides the results of this study. The first and second hypotheses were tested using bi-variate correlation analysis to determine if there was a relationship between the organizational commitment and job characteristics and OCBs. The final hypothesis was analyzed using regression analysis to test the proposed research model.

Hypothesis 1

The purpose of hypothesis one was to determine if there was a positive relationship between job characteristics and organizational commitment. The raw data was first recoded as needed, then averaged, and finally reliabilities, means, and standard deviations of the variables were calculated (as indicated in the previous chapter). This hypothesis was evaluated in SPSS (version 13.0) using bi-variate correlation analysis. The relationship between job characteristics and organizational commitment was significant and positive ($r = .33$, $p < .01$), thus supporting hypothesis one.

Hypothesis 2

The data related to organizational commitment and OCBs was recoded as needed, averaged, and the reliabilities, means and standard deviations of the measures were calculated (as indicated in the previous chapter). Using bi-variate correlation analysis within the statistical program, SPSS (version 13.0), hypothesis two was tested to determine if there was a positive relationship between organizational commitment and OCBs. Hypothesis two

was also supported since the relationship between organizational commitment and OCBs was significant and positive (r=.32, p<.01).

Hypothesis 3

Hypothesis three was analyzed by using linear regression analysis in the statistical program, SPSS (version 13.0). First, the individual variables were grouped, summed, and averaged (as indicated in the previous chapter). Next, OCB was entered as the dependent variable and the independent variables, job characteristics and organizational commitment, were entered into the first and second blocks, respectively. The total variance accounted for with the independent variables was R^2 = .11, p<.05.

The regression model was tested for multicollinearity and autocorrelation. Multicollinearity was assessed using the correlation matrix, variance inflation factor (VIF), and tolerance. According to the correlation matrix, the correlation coefficient between the independent variables was .38, which is below the general rule of thumb value of .70 (Hair, Babin, Money, & Samouel, 2003). The VIF expresses the degree to which collinearity among the predictors degrades the precision of an estimate. The VIF value for this research was 1.173 which is below the maximum allowable value of 10 (Hair et al., 2003). The tolerance, which is the reciprocal of the VIF, was .853, which is above the allowable value .10 (SPSS Base 10.0 Applications Guide, 1999). These tests indicated that multicollinearity did not appear to be an issue.

Tests for autocorrelation seek to determine if each observation is independent of each other. A common test for autocorrelation is the Durbin-Watson coefficient, and the value for this model was 1.435. A value of 2 for the Durbin-Watson test indicates no autocorrelation

(SPSS Base 10.0 Applications Guide, 1999). Since the calculated value for this model, is below 2, there is a positive autocorrelation. A positive autocorrelation means standard errors of the coefficients are too small (Hair et al., 2003).

Next, the mediating of effects of organizational commitment was tested. Organizational commitment can be informally considered a mediator if the following criteria exist; job characteristics, as the independent variable, affects commitment; job characteristics affects OCBs, as the dependent variable, in the absence of commitment; commitment has a significant and unique effect on OCBs; and the effects of job characteristics on OCB decreases when commitment is added to the model (Mackinnon, Lockwood, Hoffman, West & Sheets, 2002). Organizational commitment can also be tested as a mediator by statistical means using the Sobel test (Sobel, 1982).

The Sobel test "calculates[s] the critical ratio as a test of whether the indirect effect of the independent variable on the dependent variable via the mediator is significantly different from zero" (Preacher & Hayes, 2004). Based on the Sobel test statistic ($z=.53$, $p<.59$), organizational commitment did not mediate the relationship between core job characteristics and OCBs. Therefore, hypothesis three was not supported.

Summary

This chapter provided the results of this study. Correlation analysis was used to determine the relationship between organizational commitment and job characteristics as well as between organizational commitment and OCBs. The relationships were both positive and significant. When all variables were used in a regression model to test commitment as a

mediator between the job characteristics and OCBs, the analysis indicated that the proposed

model of organizational commitment was not supported.

V. Conclusion

Chapter Overview

  The purpose of this study was to examine the relationships between job characteristics, organizational commitment, and OCBs. In considering the results of this study, the discussion addresses questions and assumptions related to the hypotheses. There are considerable implications for Air Force and civilian organizations that can be gathered from the two hypotheses that were supported, and while the proposed model was not supported, there are several limitations that can be addressed in future research so that this study may be successfully repeated.

Discussion

  Hypothesis 1. The purpose of hypothesis one was to determine if there was a relationship between the variables, job characteristics and organizational commitment. Although there was substantial empirical support for this relationship (i.e., Agarwal & Ramaswami, 1993; Pearson & Chong, 1997; Steers, 1977), the correlation was less significant for this study than published research (i.e. Steers, 1977). This phenomenon could be attributed to the fact that some employees of the USAF and other Department of Defense organizations remain with the organization because they have accumulated years of service in the federal government and a retirement that is not transferable. The characteristics of their job have no bearing on their commitment to the organization. This conclusion is in line with Meyer and Allen's (1991) three-component model of organizational commitment. They

suggested that work experiences was an antecedent of affective commitment; not continuance commitment.

Hypothesis 2. Hypothesis two sought to determine if there was a link between organizational commitment and OCBs. In addition to empirical evidence to support this relationship, these behaviors are related by virtue of the definitions given by Organ (1988) and Meyer and Allen (1991). A person with high level of commitment will have a higher emotional attachment to the organization and be more involved. It is very likely that this person will choose to help co-workers, speak up for the organization, or comply with the organization's rules, regulations, and procedures in order to contribute to the organization's performance.

Going further, a relationship is apparent when comparing the items in the OCB questionnaire with the organizational commitment questionnaire items. For, example, one item on the organizational commitment questionnaire is: "I feel a personal obligation to do whatever I can to help this organization achieve its goals." If a subordinate rates this question high on his survey, most likely, the supervisor should rate their subordinate high on the item, "Willingly gives of his/her time to help co-workers with work related problems" on the OCB questionnaire. Another of example is the relationship between the commitment item, "I would feel guilty if I did not meet the organization's performance standards" and the OCB item, "Keeps abreast of new developments in his/her field of interest that might improve his/her effectiveness on the job." Considering the empirical support and the close relationship between the survey items and the definitions, it is not surprising that the data supported a relationship between these variables.

Hypothesis 3. Hypothesis three intended to offer a new model of commitment that

tested a possible antecedent and outcome. Since empirical research supported a relationship

between job characteristics and organizational commitment as well as between OCBs and

organizational commitment, the model of commitment was tested to determine if

commitment mediated a relationship between the other variables. Although this hypothesis

was not supported, the concept should not be abandoned. The numerous limitations of the

study were problematic. Each limitation should be addressed and then hypothesis three

should be tested again under these different circumstances.

Limitations

A small sample size was a significant limitation to this study. With such a small

sample, there is a large degree of sampling error. The degree of precision with which

conclusions could be drawn about the population or the predictions that could be made about

the population was diminished. In other words, there is a concern with external validity. An

assumption of the Sobel test, which was used to statistically test the mediation effects of

organizational commitment in hypothesis three, is a large sample size, and as the sample size

gets smaller, the test becomes more conservative.

Another potential limitation of this study is its lack of generalizability. There are

issues with the generalizability of the study due to a small sample size, but there may also be

concern with the ability to replicate the study in a different context. Since the survey

population consisted of civilian and military members located at WPAFB, few inferences can

be made in regards to the behaviors of all Air Force employees. Additionally, WPAFB has

limited operational Air Force duties since many functions on WPAFB are operated by

contractors or under the control of United Air Force reserve units. The WPAFB population mainly consists of those in mission support roles, researchers, and students. Therefore, generalizablity of this study may be limited to WPAFB or another Air Force base with similar characteristics.

Common method variance is one of the problems associated with using self-reports as a method for collecting data (Podsakoff & Organ, 1986). Common method variance occurs when a questionnaire is used to test two or more variables and then a correlation analysis is performed to determine their relationship. A source of common method variance in this study could be from a subordinate answering questions pertaining to job characteristics and organizational commitment. The overlapping variances of these measures could result in an invalid interpretation of the strength of the relationship between the variables (Podsakoff & Organ, 1986).

A possible limitation of this study was that a more complex model that included the subcategories of each variable was not tested. This research tested a simple, general model of organizational commitment similar to Steers (1977) model of commitment. Recent research studied the three-component model of commitment (Meyer & Allen, 1991); examining the relationships of affective, normative, and continuance commitment individually (i.e., Cheng & Stockdale, 2003; Ko, Price, & Mueller, 1997). Also, each core job characteristics (skill variety, task significance, task identity, autonomy, and feedback) have been commonly evaluated as individual variables (Hunt, Chonko, & Wood, 1985). Podsakoff et al. (2000) identified seven common themes in OCB literature (sportsmanship, "helping" behavior, civic virtue, organizational compliance, organizational loyalty, self

development, and individual initiative) that have frequently been the subject of OCB research.

Future Research

Although the proposed model of commitment was not supported in this research, this study should be conducted again using a much larger, more diverse sample population. A larger sample size would lower the sampling error, improve generalizablity, and allow for the proper use of the Sobel test to assess organizational commitment as a mediator.

Also, if conducted again, the survey should be revised to include additional measures of job characteristics so that the subcategories can be tested. There is value in understanding what type of job characteristic will predict commitment. Each component of commitment should also be measured. The characteristics of an Air Force organization and the motivation of its members are unique and complex and cannot be fully appreciated by considering a simple, one-dimensional concept of commitment. Other changes that would enhance the model would be the addition of control variables such as tenure, sex, and education level; sampling multiple Air Force bases; or sampling on specific career field.

Implications for Managers

Organizational commitment is a common thread in both hypotheses tested in this study and therefore commitment should be a high priority for managers in both Air Force and civilian organizations. The realization that there is a positive relationship between commitment and job characteristics can have direct implications to managers. It is to an organization's advantage to reduce turnover in order to maintain a stable, trained workforce.

If managers actively monitor the degree of autonomy, identity, variety, significance, and feedback of the jobs their employees perform, there should be a direct correlation to the level of commitment of their employees.

It is important that managers realize that OCBs promote the effective functioning of the organization. With that understanding, it is in a manager's best interest to foster an environment that encourages those behaviors that are outside their employees' job description. Since this research indicated a positive relationship between commitment and OCBs, mangers should actively monitor the level of commitment of their employees.

Summary

The study's purpose was to examine the relationship between job characteristics, organizational commitment, and OCBs. The discussion of the results offered several reasons as to why the hypotheses were or were not supported. Many of the reasons the proposed model was not supported were due to the many limitations of the study. The limitations of the study included a small sample size, lack of generalizability, common method variance, and the absence of subcategories associated with each variable in the model. Future research pertaining to these relationships should be concentrated on addressing these limitations with the intention of repeating this study. Despite the lack of support for the proposed model, there are some implications for managers of Air Force and civilian organization managers that focus on monitoring the level of commitment of employees because job characteristics and OCBs are positively correlated with commitment.

.

References

Ackfeldt, A., & Coote, L.V. (2005). A study of organizational citizenship behaviors in a retail setting. *Journal of Business Research*, *58*, 151-159.

Agarwal, S., & Ramaswami, S. N. (1993). Affective organizational commitment of salespeople: An expanded model. *The Journal of Personal Selling and Sales Management*, *13(2)*, 49-70.

Allen, N. J. & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance, and normative commitment to the organization. *Journal of Occupational Psychology, 63*, 1-18.

Becker, H. S. (1960). Notes on the concept of commitment. *American Journal of Sociology, 66(1)*, 32-40.

Borman, W. C. & Motowidlo, S. J. (1993). Expanding the criterion domain to include elements of contextual performance. In N. Schmitt, W. C. Borman & Associates (Eds.), *Personnel selection in organizations* (pp. 71-98). San Francisco, CA: Jossey-Bass.

Buchanan, B. (1974). Building organizational commitment: The socialization of managers in organizations. *Administrative Science Quarterly, 19,* 533-546.

Cheng, Y., & Stockdale, M. S. (2003). The validity of the three-component model of organizational commitment in a Chinese context. *Journal of Vocational Behavior, 62,* 465-489.

Conway, J. M. (1999). Distinguishing contextual performance from task performance for managerial jobs. *Journal of Applied Psychology, 84(1)*, 3-13.

Cook, P. A. Q. (2002, June). Taking stock. *Airman*. Retrieved April 4, 2006, from

    http://www.af.mil/news/airman/0602/secaf.html.

Defense Manpower Data Center. (2005) Air Force climate assessment survey 2005.

    Retrieved May 18, 2006, from http://www.dmdc.osd.mil.

Fried, Y. (1991). Meta-analytic comparison of the job diagnostic survey and job

    characteristics inventory as correlates of work satisfaction and performance. *Journal*

    of Applied Psychology, 76(5), 690-697.

George, J. M., & Brief, A. P. (1992). Feeling good-doing good: A conceptual analysis of the

    mood at work-organizational spontaneity relationship. *Psychological Bulletin, 112,*

    310-329.

Graham, J. W. (1991). An essay on organizational citizenship behavior. *Employee*

    Responsibilities and Rights Journal, 4, 249-270.

Hackett, R. D., Bycio, P., & Hausdorf, P. A. (1994). Further assessment of Meyer and

    Allen's (1991) three-component model of organizational commitment. *Journal of*

    Applied Psychology, 79(1), 15-23.

Hackman, R. J., & Oldham, G. R. (1980). *Work redesign*. Reading, MA: Addison-Wesley.

Hackman, R. J., & Oldham, G. R. (1974). *The job diagnostic survey: An instrument for the*

    diagnosis of jobs and evaluation of job redesign projects. JSAS Catalog of Selected

    Documents in Psychology. (NTIS No. AD779828)

Hair, J. F., Jr., Babin, B., Money, A. H., & Samouel, P. (2003). Correlation and Regression.

    In *Essentials of Business Research Methods* (pp. 279-324). Hoboken, NJ: John Wiley

    & Sons, Inc.

Hrebiniak, L. G., & Alutto, J. A. (1972). Personal and role-related factors in the

    development of organizational commitment. *Administrative Science Quarterly, 17,*

    555-572.

Hunt, S. D., Chonko, L. B., & Wood, V. R., (1985). Organizational commitment and

    marketing. *Journal of Marketing*, *49,* 112-126.

Jaros, S. J. (1997). An assessment on Meyer and Allen's (1991) three-component model of

    organizational commitment and turnover intentions. *Journal of Vocational Behavior,*

    51, 319-337.

Katz, D. (1964). The motivational basis of organizational behavior. *Behavioral Science*,

    9(2), 131-146.

Kiggundu, M. N. (1983). Task interdependence and job design: Test of a theory.

    Organizational Behavior and Human Performance, 31, 145-172.

Kiker, D. S., & Motowidlo, S. J. (1999). Main and interaction effects of task and contextual

    performance supervisory reward decisions. *Journal of Applied Psychology, 84(4),*

    602-609.

Ko, J.-W., Price, J. L., & Mueller, C. W. (1997). Assessment of Meyer and Allen's three-

    component model of organizational commitment in South Korea. *Journal of Applied*

    Psychology, 82(6), 961-973.

Lau, G. T., & Haung, S. B. (1999). The influence of task characteristics and job-related

    characteristics on retail salesperson selling orientation. *Journal of Retailing and*

    Consumer Services, 6, 147-156.

Lee-Ross, D. (1998). The reliability and rationale of Hackman and Oldham's Job

    Diagnostics Survey and Job Characteristics Model Among Seasonal Hotel Workers.

    International Journal of Hospitality Management, 17(4), 391-406.

Lin, S., & Hsieh, A. (2002). Constraints of task identity on organizational commitment.

    International Journal of Manpower, 23(2), 151-165.

MacKinnon, D. P., Lockwood, C. M., Hoffman, J. M., West, S. G., & Sheets, V. (2002). A

    comparison of methods to test mediation and other intervening variable effects.

    Psychological Methods, 7(1), 83-104.

McGee, G. W., & Ford, R. C. (1987). Two (or More?) Dimensions of organizational

    commitment: Reexamination of the affective and continuance commitment scales.

    Journal of Applied Psychology, 72(4), 638-642.

Meyer, J. P., & Allen, N. J. (1984). Testing the "side-bet theory" of organizational

    commitment: Some methodological considerations. *Journal of Applied Psychology,*

    69(3), 372-378.

Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational

    commitment. *Human Resource Management Review, 1(1)*, 61-89.

Meyer, J. P., Allen, N. J., & Gellatly, I. R. (1990). Affective and continuance commitment to

    the organization: Evaluation of measures and analysis of concurrent and time-lagged

    relations. *Journal of Applied Psychology, 75(6),* 710-720.

Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment of organizations and

    occupations: Extension and test of a three-component conceptualization. *Journal of*

    Applied Psychology, 78(4), 538-551.

Meyer, J. P., Irving, P. G., & Allen, N. J. (1998). Examination of the combined effects of work values and early work experiences on organizational commitment. *Journal of Organizational Behavior, 19*, 29-52.

Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior, 61*, 20-52.

Moorman, R. H. (1990). The role of cognition and disposition as predictors of organizational citizenship behaviors: A study of personality and perceived fairness. *Dissertation Abstracts International,* (UMI No. 9109750)

Mowday, R. T., Porter, L. W., & Steers, R. M (1982). *Employee-organization linkages: the psychology of commitment, absenteeism, and turnover*. New York, NY: Academic Press.

Mowday, R. T., & Spencer, D. G. (1981). The influence of task and personality characteristics on employee turnover and absenteeism incidents. *Academy of Management Journal, 24(3)*, 634-642.

Mowday, R. T., Steers, R. M., & Porter, L. W. (1978). *The measurement of organizational commitment* (Tech. Rep. No. 15). Irvine, University of California, Department of Management.

Nunnally, J. C. (1978). *Psychometric Theory* (2nd ed.). New York: McGraw-Hill.

Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington, MA: Lexington Books.

O'Reilly III, C., & Chatman, J. (1986). Organizational commitment and psychological

attachment: The effects of compliance, identification, and internalization on prosocial

behavior. *Journal of Applied Psychology, 71(3),* 492-499.

Pearson, C. A. L., & Chong, J. (1997). Contributions of job content and social information

on organizational commitment and job satisfaction: An exploration in a Malaysian

nursing context. *Journal of Occupational and Organizational Psychology, 70(4)*, 357-

374.

Pierce, J. L., & Dunham, R. B. (1978). The measurement of perceived job characteristics:

The job diagnostics survey versus the job characteristics inventory. *Academy of*

Management Journal, 21(1), 123-128.

Podsakoff, P. M., & MacKenzie, S. B. (1989). *A second generation measure of OCB.*

Unpublished manuscript, Indiana University.

Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational

citizenship behaviors: A critical review of the theoretical and empirical literature and

suggestions for future research. *Journal of Management, 26(3),* 513-516.

Podsakoff, P. M. & Organ, D. W. (1986). Self-reports in organizational research: problems

and prospects. *Journal of Management, 12(4)*, 531-544.

Porter , L. W., Steers, R. M., Mowday, R. T., & Boulian, P. V. (1974). Organizational

commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of*

Applied Psychology, 59, 603-609.

Preacher, K. J., & Hayes, A. F. (2004). SPSS and SAS procedures for estimating indirect

effects in simple mediation models. *Behavior Research Methods, Instruments, &*

Computers, 36(4), 717-731.

Rabinowitz, S., Hall, D. T., & Goodale, J. G. (1977). Job scope and individual difference as predictors of job involvement: Independent or interactive? *Academy of Management Journal, 20(2),* 273-281.

Ritzer, G., & Trice, H. M. (1969). An empirical study of Howard Becker's side-bet theory. *Social Forces, 47,* 475-479.

Schappe, S. P. (1998). The influence of job satisfaction organizational commitment, and fairness perceptions on organizational citizenship behavior. *The Journal of Psychology, 132(3),* 277-290.

Sheldon, M. E. (1971). Investment and involvement as mechanisms producing commitment to the organization. *Administrative Science Quarterly, 16,* 143-150.

Sims, H. P., Jr., Szilagyi, A. D., & Keller, R. T. (1976). The Measurements of Job Characteristics. *Academy of Management Journal, 19(2)*, 195-212.

Singh, J. (1998). Striking a balance in boundary-spanning positions: An investigation of some unconventional influences of role stressors and job characteristics on job outcomes of salespeople. *Journal of Marketing, 62(3)*, 69-86.

Smith, C. A., Organ, D. W., & Near, J. P. (1983). Organizational citizenship behavior: Its nature and antecedents. *Journal of Applied Psychology, 68(4),* 653-663.

Sobel, M. E. (1982). Asymptotic confidence intervals for indirect effects in structural equations models. In S. Leinhart (Ed.), *Sociological methodology* 1982 (pp. 290-312). San Francisco: Jossey-Bass.

SPSS Base 10.0 Applications Guide. (1999). Chicago, IL: SPSS Inc.

Steers, R. M. (1977). Antecedents and outcomes of organizational commitment. *Administrative Science Quarterly, 22*, 46-56.

Thatcher, J. B., Stepina, L. P., & Boyle, R. J. (2003). Turnover of information technology workers: Examining empirically the influence of attitudes, job characteristics, and external markets. *Journal of Management Information Systems, 19(3)*, 231-261.

U.S. Government Accounting Office. (2005). *GAO-06-134.* Military personnel: DoD needs action plan to address enlisted personnel recruitment and retention challenges. Washington, D.C.: U.S. Government Office.

Van Dyne, L., Cummings, L. L., & Parks, J. M. (1995). Extra-role behaviors: In pursuit of construct and definitional clarity (A bridge over muddied waters). In L. L. Cummings & B. M. Staw (Eds.), *Research in organizational behavior* (Vol. 17. pp. 215-285). Greenwich, CT: JAI Press.

Van Scotter, J. R. & Motowildo, S. J. (1996). Interpersonal facilitation and job dedication as separate facets of contextual performance. *Journal of Applied Psychology, 81*, 525-531.

Wasti, S. A. (2002). Affective and continuance commitment to the organization: test of an integrated model in the Turkish context. *International Journal of Intercultural Relations, 26,* 525-550.

Wasti, S. A. (2005). Commitment profiles: Combinations of organizational commitment forms and job outcomes. *Journal of Vocational Behavior, 67,* 290-308.

Wiener, Y. (1982). Commitment in organizations: A normative view. *Academy of Management Review, 7(3)*, 418-428.

Williams, L. J. & Anderson, S. E. (1991). Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of Management*, *17(3),* 601-617.

Yousef, D. A. (2000). Organizational commitment: a mediator of the relationships of

leadership behavior with job satisfaction and performance in a non-western country.

Journal of Managerial Psychology, 15(1), 6-23.

AFIT/INDIANA UNIVERSITY STUDY
EMPLOYEE ASSESSMENT FORM

YOUR NAME: _____

INSTRUCTIONS: On the following pages are a series of statements that may be used to describe the behavior of the employees who report to you. Read each statement carefully. Then indicate whether you: **(1) Strongly Disagree, (2) Moderately Disagree, (3) Slightly Disagree, (4) Neither Agree nor Disagree, (5) Slightly Agree, (6) Moderately Agree, or (7) Strongly Agree** with the statement by filling in the appropriate number for the employee.

This is not a test of your ability. It simply asks you to assess, as accurately as possible, the behavior of the people you supervise. Your ratings are strictly for research purposes. ***No one at your organization will be shown your assessments.*** Only members of the research team at AFIT and Indiana University will see this material.

EXAMPLE:

Step 1: Read the name of the people that report directly to you on the top of the rating form.

Step 2: Read each statement carefully.

Step 3: Please indicate how accurately you think each statement describes the person you are rating by placing the appropriate scale number under their name. Remember, the scale to be used is: **(1) Strongly Disagree, (2) Moderately Disagree, (3) Slightly Disagree, (4) Neither Agree nor Disagree, (5) Slightly Agree, (6) Moderately Agree, or (7) Strongly Agree.**

	1. Read Employees' Names			
2. Read Statements	**3. Make Evaluations**			
THIS EMPLOYEE:	Employee name	Employee name	Employee name	Employee name
1. Meets all the formal performance requirements of the job.	7	4	6	5
2. Does not hesitate to challenge the opinions of others that (s)he feels are directing the organization in the wrong direction.	6	4	5	5
3. Seeks out and takes advantage of advanced training courses.	7	3	6	6
4. Is willing to use his/her skills to improve coworkers' performance in the work unit.	7	3	5	5

SCALE:
(1) Strongly Disagree
(2) Moderately Disagree
(3) Slightly Disagree
(4) Neither Agree nor Disagree
(5) Slightly Agree
(6) Moderately Agree
(7) Strongly Agree

THIS EMPLOYEE:

#	Statement							
1.	Adequately completes assigned duties.							
2.	Willingly gives of his/her time to help co-workers with work-related problems.							
3.	Heads off problems by touching base with other team members before initiating actions that might affect them.							
4.	Is good at resolving unconstructive interpersonal conflicts between co-workers.							
5.	Provides words and gestures of encouragement to co-workers who experience difficulty at work.							
6.	Consumes a lot of time complaining about trivial matters.							
7.	Speaks up if he/she feels the organization is headed in the wrong direction.							
8.	Speaks favorably about the organization to outsiders.							
9.	Takes advantage of opportunities to improve his/her skills, knowledge, and/or abilities.							
10.	Fulfills responsibilities specified in the job description.							
11.	Is willing to take time out of his/her busy schedule to help coworkers having difficulties at work.							
12.	Informs other team members before taking actions that might impair their ability to do their jobs.							
13.	Helps to resolve problems between other co-workers who have disagreements with each other.							
14.	Raises the spirits of co-workers having problems at work.							
15.	Does not take rejection of his/her ideas by other members of the work team personally.							
16.	Is willing to voice his/her concerns about the direction of the work team or organization.							
17.	Is loyal to the organization even under adverse conditions.							
18.	Keeps abreast of new developments in his/her field of interest that might improve his/her effectiveness on the job.							

19.	Performs tasks that are expected of him/her.										
20.	Willingly shares expertise, knowledge and information to help improve the effectiveness of others in their work.										
21.	Attempts to avoid creating problems by consulting with others who might be affected by his/her actions.										
22.	Becomes offended when others do not follow his/her recommendations.										
23.	Does not hesitate to challenge the opinions of others that he/she feels are directing the organization in the wrong direction.										

SCALE: **(1) Strongly Disagree** **(2) Moderately Disagree** **(3) Slightly Disagree** **(4) Neither Agree nor Disagree** **(5) Slightly Agree** **(6) Moderately Agree** **(7) Strongly Agree** **THIS EMPLOYEE:**									
24.	Effectively mediates conflicts among fellow coworkers when they occur.								
25.	Seeks out and take advantage of advanced training courses.								
26.	Picks fellow workers up when they are feeling down.								
27.	Expresses his/her opinions about work issues to others in the group even if his/her opinion is different and the others in the work group disagree with him/her.								
28.	Always focuses on what's wrong with his/her situation, rather than the positive side.								
29.	Is willing to stand up to protect the reputation of the organization.								
30.	Generally speaking, this employee is a "good sport."								
31.	Talks positively about the organization to others.								
32.	Always tries to lend a helping hand to those people on the team who need it.								
33.	Does not get upset, even when things do not go his/her way.								
34.	Meets all the formal performance requirements of the job.								
35.	Overall, I would rate this employee as among the most helpful people in my unit.								
36.	Tolerates inconveniences and impositions by coworkers without complaining.								
37.	Is willing to risk disapproval in order to express his/her beliefs about what's best for the team.								
38.	Constantly looks for opportunities to acquire new skills.								

39.	Engages in activities that will directly affect his/her performance.										
40.	Maintains a good attitude by not complaining or becoming upset when things do not go his/her way.										
41.	Neglects aspects of the job that he/she is obligated to perform.										
42.	Speaks up for the organization in the face of opposition.										
43.	Fails to perform essential duties.										

THANK YOU FOR YOUR TIME COMPLETING THIS SURVEY.

AFIT/INDIANA UNIVERSITY ORGANIZATIONAL SURVEY

Organization Name (Please Print)

Your Name (Please Print)	
Last Name	**First Name**

Immediate Supervisor's Name (Please Print)	
Last Name	**First Name**

Part I

DIRECTIONS: Listed below are a number of statements that could be used to describe your job. Please indicate whether each statement is an *accurate* or an *inaccurate* description of *your* job. Please try to be as objective as you can in deciding how accurately each statement describes your job – regardless of whether you like or dislike like your job.

①	②	③	④	⑤	⑥	⑦
Very Inaccurate	**Mostly Inaccurate**	**Slightly Inaccurate**	**Uncertain**	**Slightly Accurate**	**Mostly Accurate**	**Very Accurate**

1. My job gives me almost complete responsibility for deciding how and when the work is done. ①②③④⑤⑥⑦

2. I work closely with others in doing my work. ①②③④⑤⑥⑦

3. My job involves doing the whole piece of work, from start to finish; the results of my activities are easily seen in the final product or service. ①②③④⑤⑥⑦

4. My job requires me to do many different things, using a number of different skills and talents. ①②③④⑤⑥⑦

5. I work fairly independently of others in my work. ①②③④⑤⑥⑦

6. The outcome of my work can affect other people in very important ways. ①②③④⑤⑥⑦

7. My job is set up so that a person gets almost constant "feedback" as he or she works about how well he or she is doing. ①②③④⑤⑥⑦

8. I frequently must coordinate my efforts with others. ①②③④⑤⑥⑦

9. My job requires me to use a number of complex or high-level skills. ①②③④⑤⑥⑦

10. My job is arranged so that I do *not* have the chance to do an entire piece of work from beginning to end. ①②③④⑤⑥⑦

11. I rarely have to obtain information from others to complete my work. ①②③④⑤⑥⑦

12. Just doing the work required by my job provides many chances for me to figure out how well I am doing. ①②③④⑤⑥⑦

13. My job is quite simple and repetitive. ①②③④⑤⑥⑦

14. My job is one where a lot of people can be affected by how well it gets done. ①②③④⑤⑥⑦

15. I can plan my own work with little need to coordinate with others. ①②③④⑤⑥⑦

16. My job does not permit me any chance to use my personal initiative or judgment in carrying out the work. ①②③④⑤⑥⑦

17. This job provides me with the opportunity to completely finish the pieces of work I begin. ①②③④⑤⑥⑦

18. My job provides me with very few clues about whether or not I am performing well. ①②③④⑤⑥⑦

19. My own performance is dependent on receiving accurate information from others. ①②③④⑤⑥⑦

20. This job gives me considerable opportunity for independence and freedom in how I do the work. ①②③④⑤⑥⑦

21. The job itself is *not* very significant or important in the broader scheme of things. ①②③④⑤⑥⑦

22. My work requires me to consult with others fairly frequently. ①②③④⑤⑥⑦

Part II

DIRECTIONS: In the following section is a list of statements that may be used to describe how you *personally feel about your job*. Although some of these statements may look similar, they are different, and they express differences which are important in describing your general job situation. Please read each statement carefully. Then indicate how much you disagree or agree with the statement by filling in the appropriate bubble using the response choices below:

①	②	③	④	⑤	⑥	⑦
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

23. I feel a very high degree of *personal* responsibility for the work I do on this job. ①②③④⑤⑥⑦

24. The work I do on this job is very meaningful to me. ①②③④⑤⑥⑦

25. I don't have time to finish my job. ①②③④⑤⑥⑦

26. I feel that I should personally take the credit or blame for the results of my work on this job. ①②③④⑤⑥⑦

27. It's hard, on this job, for me to care very much about whether or not the work gets done right. ①②③④⑤⑥⑦

28. All in all, I am satisfied with my job. ①②③④⑤⑥⑦

29. I'm rushed in doing my job. ①②③④⑤⑥⑦

30. Most of things I have to do on this job seem useless or trivial. ①②③④⑤⑥⑦

31. Whether or not this job gets done is clearly *my* responsibility. ①②③④⑤⑥⑦

32. I have a lot of free time on my hands. ①②③④⑤⑥⑦

33. In general, I don't like my job. ①②③④⑤⑥⑦

34. Most people on this job feel that the work is very meaningful. ①②③④⑤⑥⑦

35. In general, I like working here. ①②③④⑤⑥⑦

Part III

DIRECTIONS: Below are the statements that may be used to describe your feelings about the work group or organization in which you work. Please read each statement, and then fill in the appropriate bubble using the response choices below:

①	②	③	④	⑤	⑥	⑦
Strongly Disagree	**Moderately Disagree**	**Slightly Disagree**	**Neither Agree nor Disagree**	**Slightly Agree**	**Moderately Agree**	**Strongly Agree**

36. I feel a personal obligation to do whatever I can to help this organization achieve its goals. ①②③④⑤⑥⑦

37. My values are consistent with those of this organization. ①②③④⑤⑥⑦

38. There is a great deal of trust among members of my work group. ①②③④⑤⑥⑦

39. People here are committed to doing anything that is necessary to make the organization successful. ①②③④⑤⑥⑦

40. It is clear in our group what is acceptable behavior, and what is not acceptable. ①②③④⑤⑥⑦

41. I have a long-term commitment to working for this organization. ①②③④⑤⑥⑦

42. My group has confidence in its abilities to perform at high levels. ①②③④⑤⑥⑦

43. We have a strong organizational culture here. ①②③④⑤⑥⑦

44. I would be willing to sacrifice a lot to continue working for this organization. ①②③④⑤⑥⑦

45. The members of my work group are cooperative with each other. ①②③④⑤⑥⑦

46. I owe it to this organization to give 100% of my energy to its goals while I am at work. ①②③④⑤⑥⑦

47. The group I work with has clear standards for the behavior of group members. ①②③④⑤⑥⑦

48. People here feel it is important to speak up when they see someone violate our guiding principles. ①②③④⑤⑥⑦

49. My group expects to be known as one of the top performing groups. ①②③④⑤⑥⑦

50. People here are proud of the fact that our culture is very unique. ①②③④⑤⑥⑦

51. The members of my workgroup stand up for each other. ①②③④⑤⑥⑦

52. I find that my values and the organization's values are very similar. ①②③④⑤⑥⑦

53. I have an obligation to this organization to ensure that I produce high-quality work. ①②③④⑤⑥⑦

54. My group can get a lot done when we work hard. ①②③④⑤⑥⑦

55. I would feel guilty is I did not meet this organization's performance standards. ①②③④⑤⑥⑦

56. I would have to give up a lot if I left this organization. ①②③④⑤⑥⑦

57. People in this organization feel that it Is their responsibility to make the organization successful. ①②③④⑤⑥⑦

58. My work group members know that they can depend on each other. ①②③④⑤⑥⑦

59. I would feel an obligation to take time from my personal schedule to help this organization if it needed my help. ①②③④⑤⑥⑦

60. This organization and the people in it feel a mutual commitment to the same set of core values. ①②③④⑤⑥⑦

61. Behavior in our group is very orderly; it is clear what members are expected to do, and they do it. ①②③④⑤⑥⑦

62. My group can solve any problem. ①②③④⑤⑥⑦

63. I feel that the only obligation I have to this organization is to fulfill the minimum requirements of my job. ①②③④⑤⑥⑦

64.	My group believes that no job is too tough.	①②③④⑤⑥⑦
65.	It would be quite a sacrifice to leave this organization.	①②③④⑤⑥⑦
66.	The values of this organization foster a strong sense of loyalty among employees.	①②③④⑤⑥⑦
67.	Our organization's culture supports its core values.	①②③④⑤⑥⑦
68.	In this organization, people feel it is their responsibility to voice their opinions when the organization moves in a direction that is inconsistent with our core values.	①②③④⑤⑥⑦
69.	People here are willing to "go the extra mile" to make this organization a success.	①②③④⑤⑥⑦
70	This organization and the employees in it have made a long-term commitment to each other.	①②③④⑤⑥⑦
71.	We have a set of core vales in this organization that I feel strongly committed to.	①②③④⑤⑥⑦
72.	People here are less concerned abut maximizing their own self-interests than they are in making this organization a success.	①②③④⑤⑥⑦
73.	The culture of our organization is different from any other one that I know about.	①②③④⑤⑥⑦
74.	People in this organization are not afraid to speak up when they think that the organization is headed in the wrong direction.	①②③④⑤⑥⑦
75.	It is hard to imagine working for any organization other than this one.	①②③④⑤⑥⑦

Part IV

DIRECTIONS: Below are the statements that may be used to describe your feelings about yourself. Please read each statement, and then fill in the appropriate bubble using the response choices below:

①	②	③	④	⑤	⑥	⑦
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

76.	I am constantly on the lookout for new ways to improve my life.	①②③④⑤⑥⑦
77.	Wherever I have been, I have been a powerful force for constructive change.	①②③④⑤⑥⑦
78.	Nothing is more exciting than seeing my ideas turn into reality.	①②③④⑤⑥⑦
79.	If I see something I don't like, I fix it.	①②③④⑤⑥⑦
80.	No matter what the odds, if I believe in something I will make it happen.	①②③④⑤⑥⑦
81.	I love being the champion of my ideas, even against others' opposition.	①②③④⑤⑥⑦
82.	I excel at identifying opportunities.	①②③④⑤⑥⑦
83.	I am always looking for better ways to do things.	①②③④⑤⑥⑦
84.	If I believe in an idea, no obstacle will prevent me from making it happen.	①②③④⑤⑥⑦
85.	I can spot a good opportunity long before others can.	①②③④⑤⑥⑦

86. EDUCATION (Use Numbers Below) _____
       1 = Less than high school
       2 = High school degree
       3 = Some College
       4 = Associates Degree
       5 = 4 year College Degree or Higher
       6 = Master's degree
       7 = Ph.D. or equivalent

87. YOUR GENDER? (M OR F) _____

88. YOUR AGE? _____

89. MILITARY OR CIVILIAN _____

90. OFFICER, ENLISTED, OR N/A _____

91. How long have you been in your present position?   _____yrs. _____ months

92. How many years have you been with your present supervisor?   _____yrs. _____ months

93. Indicate your job title (general)

Managerial:

Senior Management   _____
Middle Management   _____
Supervisor   _____

Nonmanagerial:

Technical/Professional   _____
Production/Operations/Maintenance _____
Administrative/Clerical   _____
Other (Please describe):

_____

_____

THANK YOU FOR YOUR TIME COMPLETING THIS SURVEY.

Organizational Citizenship Behavior Survey

Purpose: To conduct research for educational purposes to determine the level of organizational citizenship behaviors exhibited by employees. Organizational citizenship behaviors can be defined as employee behaviors that are not part of their job description and not reported on performance reports, but are vital to the functioning of the organization. For example, these behaviors can exist as helping behavior, sportsmanship, organizational loyalty, or self-development.

Participation: We would greatly appreciate your participation in our data collection effort. Your participation is COMPLETELY VOLUNTARY. Your decision to not participate or to withdrawal from participation will not jeopardize your relationship with the Air Force Institute of Technology, the U.S. Air Force, or the Department of Defense.

Confidentiality: We ask for some demographic information in order to interpret results more accurately. ALL ANSWERS ARE ANONYMOUS. No one other than the research team will see your completed questionnaire.

Contact information: If you have any questions or comments about the survey, contact Capt Dawn Banks at the e-mail address listed below.

Capt Dawn L. Banks

AFIT/ENS
2950 Hobson Way
Wright-Patterson AFB OH 45433-7765
Email: dawn.banks@afit.edu
Advisor: john.bell@afit.edu

INSTRUCTIONS
- Base your answers on your own thoughts and experiences
- Please print your answers clearly when asked to write in a response or when providing comments
- Make dark marks when asked to use specific response options (feel free to use an ink pen)
- Avoid stray marks. If you make corrections, erase marks completely or clearly indicate the intended response if you use an ink pen

MARKING EXAMPLES

Right	Wrong
●	⊗ ⊘ ⊙

Organizational Citizenship Behavior

Below are statements that describe behaviors of an employee who reported directly to you in your <u>previous</u> assignment. Please read each statement, and then fill in the appropriate bubble that accurately describes your employee's behavior. The response choices are below.

① Strongly Disagree	② Moderately Disagree	③ Slightly Disagree	④ Neither Agree Nor Disagree	⑤ Slightly Agree	⑥ Moderately Agree	⑦ Strongly Agree

1. Heads off problems by touching base with other team members before initiating actions that might affect them. ① ② ③ ④ ⑤ ⑥ ⑦

2. Is the classic "squeaky wheel" that always needs greasing. ① ② ③ ④ ⑤ ⑥ ⑦

3. Is good at resolving unconstructive interpersonal conflicts between co-workers. ① ② ③ ④ ⑤ ⑥ ⑦

4. Consumes a lot of time complaining about trivial matters. ① ② ③ ④ ⑤ ⑥ ⑦

5. Provides words and gestures of encouragement of co-workers who experience difficulty at work. ① ② ③ ④ ⑤ ⑥ ⑦

6. Consults with me or other individuals that might be affected by his/her actions or decisions. ① ② ③ ④ ⑤ ⑥ ⑦

7. Speaks up if he/she feels the organization is headed in the wrong direction. ① ② ③ ④ ⑤ ⑥ ⑦

8. Tries to avoid creating problems for co-workers. ① ② ③ ④ ⑤ ⑥ ⑦

9. Speaks favorably about the organization to outsiders. ① ② ③ ④ ⑤ ⑥ ⑦

10. Keeps abreast of changes in the organization. ① ② ③ ④ ⑤ ⑥ ⑦

11. Takes advantage of opportunities to improve his/her skills, knowledge, and/or abilities. ① ② ③ ④ ⑤ ⑥ ⑦

12. Performs tasks that are expected of him/her. ① ② ③ ④ ⑤ ⑥ ⑦

13. Is willing to take time out of his/her busy schedule to help coworkers having difficulties at work. ① ② ③ ④ ⑤ ⑥ ⑦

14. Helps others who have been absent. ① ② ③ ④ ⑤ ⑥ ⑦

15. Informs other team members before taking actions that might impair their ability to do their jobs. ① ② ③ ④ ⑤ ⑥ ⑦

16. Is one of my most conscientious employees. ① ② ③ ④ ⑤ ⑥ ⑦

17. Helps to resolve problems between other co-workers who have disagreements with each other. ① ② ③ ④ ⑤ ⑥ ⑦

18. Expresses resentment with any new changes in the department. ① ② ③ ④ ⑤ ⑥ ⑦

	①	②	③	④	⑤	⑥	⑦
19. Performs tasks that are expected of him/her.	①	②	③	④	⑤	⑥	⑦
20. Obeys company rules, regulations and procedures even when no one is watching.	①	②	③	④	⑤	⑥	⑦
21. Keeps abreast of new developments in his/her field of interest that might improve his/her effectiveness on the job.	①	②	③	④	⑤	⑥	⑦
22. Helps orient new people even though it is not required.	①	②	③	④	⑤	⑥	⑦
23. Is loyal to the organization even under adverse conditions.	①	②	③	④	⑤	⑥	⑦
24. Is mindful of how his/her behavior affects other people's jobs.	①	②	③	④	⑤	⑥	⑦
25. Does not take rejection of his/her ideas by other members of the work team personally.	①	②	③	④	⑤	⑥	⑦
26. Tends to make "mountains out of molehills" (makes problems bigger than they are).	①	②	③	④	⑤	⑥	⑦
27. Does not get upset, even when things do not go his/her way.	①	②	③	④	⑤	⑥	⑦
28. "Touches base" with others before initiating actions that might affect them.	①	②	③	④	⑤	⑥	⑦
29. Constantly looks for opportunities to acquire new skills.	①	②	③	④	⑤	⑥	⑦
30. Reads and keeps up with organization announcements, messages, memos, etc.	①	②	③	④	⑤	⑥	⑦
31. Tolerates inconveniences and impositions by co-workers without complaining.	①	②	③	④	⑤	⑥	⑦
32. Always focuses on what's wrong with his/her situation, rather than the positive side of it.	①	②	③	④	⑤	⑥	⑦
33. Generally speaking, this employee is a "good sport."	①	②	③	④	⑤	⑥	⑦
34. Takes steps to try to prevent problems with other workers.	①	②	③	④	⑤	⑥	⑦
35. Becomes offended when others do not follow his/her recommendations.	①	②	③	④	⑤	⑥	⑦
36. Attends functions that are not required, but that help the company image.	①	②	③	④	⑤	⑥	⑦
37. Speaks up for the organization in the face of opposition.	①	②	③	④	⑤	⑥	⑦
38. Constantly talks about wanting to quit his/her job.	①	②	③	④	⑤	⑥	⑦
39. Meets all the formal performance requirements of the job.	①	②	③	④	⑤	⑥	⑦

① Strongly Disagree	② Moderately Disagree	③ Slightly Disagree	④ Neither Agree Nor Disagree	⑤ Slightly Agree	⑥ Moderately Agree	⑦ Strongly Agree

40. Effectively mediates conflicts among fellow co-workers when they occur.

① ② ③ ④ ⑤ ⑥ ⑦

41. Maintains a good attitude by not complaining or becoming upset when things do not go his/her way.

① ② ③ ④ ⑤ ⑥ ⑦

Reassurance of Confidentiality

  ALL ANSWERS ARE ANONYMOUS. No one other than the research team will see your completed questionnaire. We asked for some demographic information in order to interpret results more accurately.

Comments/Questions/Concerns

   If you have any comments, questions, or concerns, please feel free to contact the research team members listed on the front page of the questionnaire. We appreciate your participation and would be happy to address any questions you may have regarding the questionnaire or our research in general.

Organizational Commitment Survey

Purpose: To conduct research for educational purposes to determine the level of organizational commitment within the United States Air Force. Organizational commitment can be defined as a long-term dedication to or identification with an organization or group.

Participation: We would greatly appreciate your participation in our data collection effort. Your participation is COMPLETELY VOLUNTARY. Your decision to not participate or to withdrawal from participation will not jeopardize your relationship with the Air Force Institute of Technology, the U.S. Air Force, or the Department of Defense.

Confidentiality: We ask for some demographic information in order to interpret results more accurately. ALL ANSWERS ARE ANONYMOUS. No one other than the research team will see your completed questionnaire.

Contact information: If you have any questions or comments about the survey, contact Capt Dawn Banks at the e-mail address listed below.

Capt Dawn L. Banks

AFIT/ENS
2950 Hobson Way
Wright-Patterson AFB OH 45433-7765
Email: dawn.banks@afit.edu
Advisor: john.bell@afit.edu

INSTRUCTIONS
- Base your answers on your own thoughts and experiences
- Please print your answers clearly when asked to write in a response or when providing comments
- Make dark marks when asked to use specific response options (feel free to use an ink pen)
- Avoid stray marks. If you make corrections, erase marks completely or clearly indicate the intended response if you use an ink pen

MARKING EXAMPLES

Right   Wrong
●   ⊗ ⊘ ⊙

Organizational Commitment

Below are the statements that may be used to describe your feelings about the organization in which you work. Please read each statement, and then fill in the appropriate bubble using the response choices below:

① **Strongly Disagree**	② **Moderately Disagree**	③ **Slightly Disagree**	④ **Neither Agree Nor Disagree**	⑤ **Slightly Agree**	⑥ **Moderately Agree**	⑦ **Strongly Agree**

	①	②	③	④	⑤	⑥	⑦
42. I feel a personal obligation to do whatever I can to help this organization achieve its goals.	①	②	③	④	⑤	⑥	⑦
43. I would be very happy to spend the rest of my career with this organization.	①	②	③	④	⑤	⑥	⑦
44. I enjoy discussing my organization with people outside it.	①	②	③	④	⑤	⑥	⑦
45. My values are consistent with those of this organization.	①	②	③	④	⑤	⑥	⑦
46. I really feel as if this organization's problems are my own.	①	②	③	④	⑤	⑥	⑦
47. I have a long-term commitment to working for this organization.	①	②	③	④	⑤	⑥	⑦
48. I would be willing to sacrifice a lot to continue working for this organization.	①	②	③	④	⑤	⑥	⑦
49. I think that I could easily become as attached to another organization as I am to this one.	①	②	③	④	⑤	⑥	⑦
50. I do not feel like 'part of the family' at my organization.	①	②	③	④	⑤	⑥	⑦
51. I owe it to this organization to give 100% of my energy to its goals while I am at work.	①	②	③	④	⑤	⑥	⑦
52. I do not feel 'emotionally attached' to this organization.	①	②	③	④	⑤	⑥	⑦
53. I do not feel a strong sense of belonging to my organization.	①	②	③	④	⑤	⑥	⑦
54. I find that my values and the organization's values are very similar.	①	②	③	④	⑤	⑥	⑦
55. This organization has a great deal of personal meaning for me.	①	②	③	④	⑤	⑥	⑦
56. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.	①	②	③	④	⑤	⑥	⑦
57. I have an obligation to this organizational to ensure that I produce high-quality work.	①	②	③	④	⑤	⑥	⑦
58. I talk up this organization to my friends as a great organization to work for.	①	②	③	④	⑤	⑥	⑦

① Strongly Disagree	② Moderately Disagree	③ Slightly Disagree	④ Neither Agree Nor Disagree	⑤ Slightly Agree	⑥ Moderately Agree	⑦ Strongly Agree

59. I would feel guilty if I did not meet this organization's performance standards.	① ② ③ ④ ⑤ ⑥ ⑦					
60. I feel very little loyalty to this organization.	① ② ③ ④ ⑤ ⑥ ⑦					
61. This organization really inspires the very best in me in the way of job performance.	① ② ③ ④ ⑤ ⑥ ⑦					
62. I would have to give up a lot if I left this organization.	① ② ③ ④ ⑤ ⑥ ⑦					
63. I would feel an obligation to take time from my personal schedule to help this organization if it needed my help.	① ② ③ ④ ⑤ ⑥ ⑦					
64. I really care about the fate of this organization.	① ② ③ ④ ⑤ ⑥ ⑦					
65. I feel that the only obligation I have to this organization is to fulfill the minimum requirements of my job.	① ② ③ ④ ⑤ ⑥ ⑦					
66. It would be quite a sacrifice to leave this organization.	① ② ③ ④ ⑤ ⑥ ⑦					
67. It is hard to imagine working for any organization other than this one.	① ② ③ ④ ⑤ ⑥ ⑦					
68. Deciding to work for this organization was a definite mistake on my part.	① ② ③ ④ ⑤ ⑥ ⑦					

This section contains items regarding your personal characteristics. These items are very important for statistical purposes. Respond to each item by WRITING in the information requested or FILLING in the corresponding circles that best describe you.

28. What is your Date of Birth (Day/Month/Year)?   _____

29. What is your gender?
    ○ Male
    ○ Female

30. What is your highest level of education completed?
    ○ GED
    ○ High School
    ○ Some College
    ○ Associate's Degree
    ○ Bachelor's Degree
    ○ Graduate Degree
    ○ Doctorate
    ○ Post Doctorate
    ○ Professional

31. What is your current rank? _____

32. What is your total time-in-service (Total Federal Active Service)? Years _____ Months____

33. What is your total time-in-grade?   Years _____   Months _____

Reassurance of Confidentiality

  ALL ANSWERS ARE ANONYMOUS. No one other than the research team will see your completed questionnaire. We asked for some demographic information in order to interpret results more accurately.

Comments/Questions/Concerns

    If you have any comments, questions, or concerns, please feel free to contact the research team members listed on the front page of the questionnaire. We appreciate your participation and would be happy to address any questions you may have regarding the questionnaire or our research in general.

Vita

Captain Dawn L. Banks graduated from Centennial High School in Peoria, Arizona. She entered undergraduate studies at the Valdosta State University in Valdosta, Georgia where she graduated with a Bachelor of Science degree in Biology in August 2000. She was commissioned through Officer Training School in November 2000.

Her first assignment was at Bolling AFB as a transportation officer. During her time at Bolling, she served in a variety of positions including vehicle operations officer, vehicle maintenance officer, and Logistics Group executive officer, and installation deployment officer. In August 2004, she entered the Graduate School of Engineering and Management, Air Force Institute of Technology.

1. REPORT DATE *(DD-MM-YYYY)* 06-01-2006	2. REPORT TYPE **Master's Thesis**	3. DATES COVERED *(From – To)* Aug 2004 – Jun 2006

4. TITLE AND SUBTITLE	5a. CONTRACT NUMBER
Relationships Between Organizational Commitment, Core Job Characteristics, and Organizational Citizenship Behaviors in United States Air Force Organizations	5b. GRANT NUMBER
	5c. PROGRAM ELEMENT NUMBER
6. AUTHOR(S) Banks, Dawn, L., Captain, USAF	5d. PROJECT NUMBER
	5e. TASK NUMBER
	5f. WORK UNIT NUMBER

7. PERFORMING ORGANIZATION NAMES(S) AND ADDRESS(S) Air Force Institute of Technology Graduate School of Engineering and Management (AFIT/EN) 2950 Hobson Street, Building 642 WPAFB OH 45433-7765	8. PERFORMING ORGANIZATION REPORT NUMBER AFIT/ENS/GLM/06-01

9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES)	10. SPONSOR/MONITOR'S ACRONYM(S)
	11. SPONSOR/MONITOR'S REPORT NUMBER(S)

12. DISTRIBUTION/AVAILABILITY STATEMENT

   APPROVED FOR PUBLIC RELEASE; DISTRIBUTION UNLIMITED.

13. SUPPLEMENTARY NOTES

14. ABSTRACT   Organizational commitment is an area of concern for Air Force leaders, so much so that commitment is a subject of interest on the annual Air Force Climate Assessment Survey. The Air Force has consistently failed to meet retention goals and designates millions of dollars toward reenlistment bonuses to improve retention every year. A more economical approach to increasing commitment may be to improve the characteristics of the job Air Force members perform. In addition to the relationship between commitment and job characteristics, there is also a relationship between commitment and organizational citizenship behaviors (OCBs). The purpose of this research is to examine the relationship between core job characteristics, organizational commitment, and the presence of OCBs in an Air Force setting. This research found that there was a positive correlation between organizational commitment and core job characteristics, and that there was a positive correlation between organizational commitment and OCBs. Commitment, however, was not found to mediate the relationship between core job characteristics and OCBs.

15. SUBJECT TERMS
   Job Characteristics, Organizational Commitment, Organizational Citizenship Behaviors

16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES	19a. NAME OF RESPONSIBLE PERSON John E. Bell, Lt Col, USAF (ENS)
a. REPORT	b. ABSTRACT	c. THIS PAGE	UU	84	19b. TELEPHONE NUMBER *(Include area code)* (937) 255-3636, ext 7408; e-mail: john.bell@afit.edu
U	U	U			

Standard Form 298 (Rev. 8-98)
Prescribed by ANSI Std. Z39-18